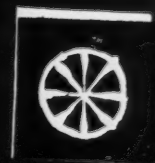
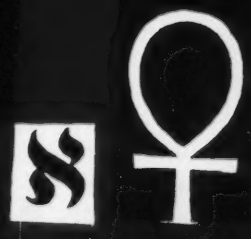


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# College Board Review

FALL 1955 • NO. 27



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B. Alden Thresher, Vice Chairman  
Frank D. Ashburn, Custodian  
Gene D. Gisburne, Custodian  
John I. Kirkpatrick, Custodian  
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The College Entrance Examination Board is composed of 170 member colleges and 23 member associations. Each member college has two representatives on the Board. Member associations have from one to six representatives. Members and their representatives are listed in the *Report of the Director*. Meetings of the Board are held on the first Wednesday in April and the last Wednesday in October.

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## **College Board Review**

News and research of the College Entrance Examination Board published three times a year by the College Entrance Examination Board, 425 West 117th Street, New York 27, New York

*College Board Review* subscription: \$1.00 per year; single copy, \$.50.

Subscription offices: College Entrance Examination Board, c/o Educational Testing Service, P. O. Box 592, Princeton, New Jersey, or P. O. Box 27896, Los Angeles 27, California.

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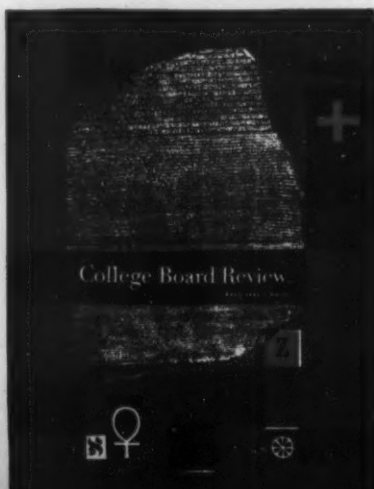
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Illustrations: For his cover design, "Communication," Dan Shapiro has combined several symbols (among them the Rosetta Stone, the astronomer's sign for fixed star and alchemist's for cinder, a Nordic rune, an Egyptian ankh, and a Hebraic aleph) in a way which, he promises, spells absolutely nothing. Other illustrations in this issue are by Nicholas Musi, page 4; Stanley Wyatt, pages 7-20, 25-28; and George Zimbel, pages 21-24.

## NEWS OF THE COLLEGE BOARD

### Board membership

**New members, representation:** With the admission to membership of three colleges and the United States Military Academy and the readmission of one educational association at the Board meeting on October 26, the total Board membership reached 170 colleges and 23 associations. At the same time, membership privileges were extended to the United States Air Force Academy. A list of the member colleges appears on page 29.

The new member colleges are Furman University, Rice Institute, and the University of Rhode Island. The association is the California Association of Secondary School Administrators, which is entitled to name one representative.

Additional representation was accorded to the New England Association of Colleges and Secondary Schools and the Middle States Association of Colleges and Secondary Schools, each of which may now have six instead of five representatives, and to the National Association of Secondary School Principals, which may name three representatives instead of one. Representation of an association by more than five representatives, the former maximum number, was made possible by eliminating the limiting provision in the Articles of Association.

### Elections and appointments

**MacIntosh new Chairman:** Archibald MacIntosh, vice president of Haverford College, was elected Chairman of the Board for a three-year term at the fall meeting of the College Board on October 26. Dr. MacIntosh served as Vice Chairman of the Board and Chairman of the Executive Committee from 1952 to 1955, and as a Custodian of the Board from 1943 to 1952. He

succeeds Samuel T. Arnold, Provost of Brown University, who was Chairman for three years. On Dr. Arnold's retirement, a resolution citing his "fairness, geniality, and parliamentary competence" was moved by Dean Albert E. Meder, Jr., of Rutgers University, and unanimously adopted.

B. Alden Thresher, director of admissions at Massachusetts Institute of Technology, succeeds Dr. MacIntosh as Vice Chairman of the Board and Chairman of the Executive Committee. Gene D. Gisburne, vice president of the University of Pennsylvania, was elected a Custodian for a five-year term to replace Donald A. Eldridge, dean of students at Wesleyan University, whose term had expired.

**Executive Committee:** In elections to the newly enlarged Executive Committee, Douglas Knight, president of Lawrence College; Otto F. Kraushaar, president of Goucher College; Jean Fair Mitchell, headmistress, Brearley School, New York, New York; Catherine R. Rich, registrar, Catholic University of America; and Russell H. Rupp, principal, Shaker Heights High School, Shaker Heights, Ohio, were all named to three-year terms, and Walter F. Sheehan, headmaster, Canterbury School, New Milford, Connecticut, was elected for a one-year term. Retiring members of the Executive Committee are Mary E. Chase, executive vice president and director of admission, Wellesley College; C. William Edwards, director of admission, Princeton University; and Allegra Maynard, headmistress, Madeira School, Greenway, Virginia.

**Representatives-at-large:** Secondary school officers elected to three-year terms as representatives-at-large are Louis H. Braun, administrative director, division of instructional services,

Denver Public Schools, Denver, Colorado; Edward A. Glatfelter, principal, William Penn Senior High School, York, Pennsylvania; Frank O. Grubbs, headmaster, Loomis School, Windsor, Connecticut; Alton R. Hyatt, assistant headmaster, Lawrenceville School, Lawrenceville, New Jersey; Samuel P. Maroney, principal, Pierre S. duPont Junior-Senior High School, Wilmington, Delaware; and Eleanor F. Potter, headmistress, Springside School, Chestnut Hill, Pennsylvania. Re-elected to three-year terms as representatives-at-large are Mitchell Gratwick, principal, Horace Mann School, New York, New York; Lloyd S. Michael, superintendent, Evanston Township High School, Evanston, Illinois; Jean Fair Mitchell, headmistress, Brearley School, New York, New York; Walter F. Sheehan, headmaster, Canterbury School, New Milford, Connecticut; and E. Laurence Springer, headmaster, Pingry School, Elizabeth, New Jersey.

In recognition of his long and distinguished service to the Board, Bancroft Beatley, president emeritus of Simmons College, was elected an honorary representative-at-large.

**Staff changes:** Appointment of Helen M. Gise as Secretary of the College Board was announced at the October Board meeting. Mrs. Gise, formerly Assistant Secretary, joined the College Board staff on a full-time basis in 1937 and was named Assistant Secretary in October, 1953. George H. Hanford, Assistant to the Director since last spring, has been appointed Assistant Treasurer. Jeanne F. Minor, who has been associated with the College Scholarship Service since its inception, has been named Assistant to the Director. Recent additions to the staff include Gene R. Hawes as Assistant Editor and Joshua A. Fishman as Research



Associate. Mr. Hawes was formerly editor of the *Columbia Alumni News*. Dr. Fishman is research associate and instructor in the department of psychology at City College of the College of the City of New York.

### Test administration

**1955-56:** Regular testing dates for the Aptitude and Achievement Tests of the College Board during the current academic year are as follows: December 3, January 14, March 17, May 19, and August 8. The dates by which candidates must register to take the test, test fees, examination centers, and other information important to candidates appears in the bulletin of information *College Board Tests 1955-56*, which is available on request.

**1956-57:** Test administrations during the academic year starting next fall have been scheduled as follows: December 1, January 12, March 16, May 18, and August 14. Details of the college admission testing program for 1956-57 will be described in the bulletin of information scheduled for distribution in September.

**Changes proposed:** In anticipation of a greatly increased volume of candidates in the near future, the Educational Testing Service has proposed an overall simplification of test administration procedures. Features of the plan, which was presented at the fall meeting of the Board and referred to the Board's committees and staff for further study, include more frequent testing dates, the maintenance of the score reporting schedule, registration of candidates up to the dates of testing, test application forms which could be used at any time throughout the year, and a simplified fee structure.

In pointing out that the present administrative procedures are expected to become inadequate if the number of candidates continues to increase at the present rate, Dean Albert E. Meder, Jr., chairman of the Committee on Examinations, requested schools and colleges to consider the ETS proposal and send their comments to the Board office. The committee will report its recommendations at the spring meeting of the Board in April.

The provision for more frequent

### Proposed testing schedule

Month	SAT only	Achievement Tests only	Complete program only
November	Second Saturday	—	—
December	—	First Saturday	—
January	Second Saturday	—	—
February	First Saturday	—	Two weeks before Saturday
March	—	Saturday nearest March 15	nearest March 15
April	Saturday after 19th	—	—
May	—	Saturday nearest 19th	—
June	Last Wednesday <sup>a</sup>	—	—
August	Last Wednesday	First Wednesday	—

<sup>a</sup>Two-year trial only.

testing to spread the administrative work load would replace the present five dates on which both the Aptitude and Achievement Tests may be taken. It would provide six dates on which the Scholastic Aptitude Test only could be taken and four dates on which the Achievement Tests only could be taken. The Aptitude and Achievement Tests would be offered together once during the year. Sunday administrations for candidates whose religious convictions prevent their being tested on Saturday would be continued.

The plan would permit candidates to register for testing as late as the testing date with the understanding that only those who applied four weeks in advance could be guaranteed examination centers of their choice. Those registering later, although assured of testing facilities, might have to be referred to less convenient centers. At present candidates must register at least three weeks before the testing date or pay a late fee. They cannot register later than one week before the testing date.

A new fee structure which is now under study would alleviate the administrative complexities now created by different combinations of charges, among them those for late registration, extra score reporting, and publications sent to candidates. The candidate would pay a single fee entitling him to the tests for which he registered, five score reports, and the publications. If additional score reports were needed, they would be ordered separately and handled apart from the registration procedure.

Application forms for each kind of testing option—Aptitude or Achievement Tests—would be available in

September for use throughout the year. At present a different application form is used for each of the five testing dates and the appropriate form is not distributed until about two months before the testing date.

### Advanced Placement Program

**Commission appointed:** Responsibility for general supervision of the Advanced Placement Program under College Board auspices has been accepted by a special commission under the chairmanship of Professor Bayes M. Norton of Kenyon College. Professor Norton was chairman of the committee on chemistry of the School and College Study of Admission with Advanced Standing, the experimental program for able students which will be administered on a regular basis by the Board as the Advanced Placement Program.

At its first meeting on November 14, the commission outlined plans for a series of conferences to which school and college teachers in the 12 fields of study covered by the program will be invited. Other aspects of the program which were discussed included research projects to provide data on candidates for advanced standing and procedures for reporting Advanced Placement Test scores.

**Program director:** Professor Charles R. Keller, who is on sabbatical leave from Williams College, has joined the Board staff to direct Advanced Placement Program activities during 1955-56. He will visit schools and colleges which wish to discuss the program and will welcome comments and questions addressed to him at the Board office in



New York. Professor Keller participated in the School and College Study of Admission with Advanced Standing as chairman of its history subcommittee and a conference director and is currently chairman of the Board committee of examiners for the Advanced Placement Test in American History.

**Informational materials:** Information on the Advanced Placement Program is available in three publications. The announcement, *College Admission with Advanced Standing*, is addressed to teachers and administrators and includes descriptions of advanced courses on which the tests are based. The candidate's bulletin of information, *Advanced Placement Tests*, explains the program briefly, lists the testing dates and examination centers, gives instructions for registering, and provides course and test descriptions. The *Advanced Placement Program Newsletter*, one issue of which has been distributed, will report program developments from time to time during the year. Schools and colleges interested in the program have been asked to designate the officer who should receive these publications, which are free on request.

**Test fee reduced:** The fee for the tests, which was originally announced as 10 dollars per test, has been reduced to 10 dollars per candidate regardless of the number of tests taken. The tests to be offered in May 1956 are: English Composition, Literature, French, German, Latin, Spanish, American History, European History, Biology, Chemistry, Mathematics, and Physics.

### Candidates Reply Date

**May 26:** The Candidates Reply Date for 1956 will be May 26. This is the earliest date by which a subscribing college may require an admitted candidate to give notice of his intention to attend the college or to accept financial aid from it. In 1955 this agreement, which is intended to enable candidates to consider all opportunities available to them before making a choice of college, was observed by 120 institutions. Colleges participating in 1956 will be listed in the next issue of the *Review*.

In previous years the participating colleges were expected to send a copy

of the agreement which included the names of all colleges observing it to candidates who had been admitted as freshmen. This year, distribution of the form has been made optional. Candidates who reach a decision before May 26 are encouraged to notify both the college of their choice and others to which they have been admitted as soon as the decision is made.

### Reports to candidates

**Score system suggested:** A proposal to report their test scores to all candidates on a five-point scale has been returned to the Executive Committee and officers of the Board for reconsideration on the grounds that full information on the question is not available.

The recommendation, which originated with a subcommittee on preliminary testing and was approved by both the Committee on Examinations and the Executive Committee, was tabled following discussion at the fall meeting of the Board. Specifically, it proposed that scores be reported to both preliminary and final candidates according to the following scale:

650 and up: 5

550 to 649: 4

450 to 549: 3

350 to 449: 2

Below 350: 1

The subcommittee defined preliminary candidates as those taking Board tests before beginning the senior school year and final candidates as those taking the tests during the senior year.

Exact scores on the 600-point stand-

ard scale, under the recommendation, would not be revealed to either preliminary or final candidates. At present, counselors may reveal the exact scores to preliminary candidates, but may not discuss the scores of final candidates except in broad terms.

In proposing the five-point scale, the subcommittee noted that it corresponded with the score ranges commonly understood by guidance officers and admissions officers in conversations with candidates about the general character of their test performance. The recommendation would provide a uniform scale on which scores of less precise definition would be known to candidates and could be used by schools and colleges as guidance instruments.

The subcommittee will gather additional information and report to the Board again at its April meeting.

### Mathematics courses studied

**Commission named:** A College Board Commission on Mathematics has been appointed to study the secondary school mathematics curriculum in the light of modern mathematical advances and their applications. The commission, which is composed of school and college mathematics teachers, was formed at the request of the Board's examiners in mathematics in response to growing dissatisfaction throughout the country with the traditional school course of study.

The commission, under the chairmanship of Professor Albert W. Tucker of Princeton University, will investigate the need and possibilities for revision of the college preparatory course which for over 50 years has remained essentially unchanged. It will seek the advice of teachers and administrators at one or more conferences to be held in the next academic year.

Preparatory work will include reports by subcommittees on topics to be considered, a detailed examination of current mathematics offerings, and communication with social scientists, natural scientists, and engineers concerning mathematical preparation for successful college performance in those areas. The commission will meet in January and hopes at that time to produce a more complete statement of its objectives and activities.

### 230,000 candidates

The College Board expects to test 230,000 candidates during 1955-56, according to a revised estimate presented at its fall meeting. The original estimate prepared last spring, 180,000, was discarded when test registrations for 1954-55 totaled 169,651, an increase of more than 40,000 over the preceding year. The total included students from every state in numbers ranging from 81 in North Dakota to 42,991 in New York.



## *An answer to test coaching*

### Public school experiment with the SAT

Can a candidate's Scholastic Aptitude Test score be appreciably improved by intensive and guided practice with materials similar to those used in the test? This question, springing from the familiar presumption that if practice does not make perfect, it must at least make better, has always been of interest to researchers who analyze and evaluate all factors which may relate to the integrity of the test score as a measure of the student's academic capacity. It is also of interest to teachers who wonder if special "coaching" efforts will benefit their students.

Good teachers and a good school will provide the student with the kind of instruction that will best serve him in college and in later life. Good instruction over the years will be reflected in high test scores. The term "coaching" refers to something quite different, a form of instruction designed specifically to raise the student's scores on a certain test. Because of the cramming methods that are used, it is very unlikely that this kind of instruction could result in any lasting educational benefit to the student. According to two recent College Board studies, coaching can also be considered a waste of time (and money) even for the purpose of raising scores on the Scholastic Aptitude Test.

A partial answer to the coaching question was reported by Henry S. Dyer two years ago<sup>1</sup> when he described an experiment conducted at two independent schools for boys. The seniors at both schools took one edition of the SAT in September to establish a point of reference, then took another edition of the test at its regular administration in March. During the winter the seniors at one school re-

ceived special coaching with verbal and mathematical materials (corresponding to the two sections of the test, SAT-VERBAL and SAT-MATHEMATICAL) while those at the other school followed their regular course work only. A comparison of scores showed that the verbal coaching had essentially no effect. For those students who were not taking any mathematics courses, the coaching with mathematical materials seems to have served as a refresher because their average SAT-M score was raised 29 points on the College Board scale, which ranges from 200 to 800. Students who were studying mathematics showed no appreciable gain as a result of the coaching.

#### *Three schools studied*

In commenting on these findings, Dr. Dyer pointed out several factors which deserved attention before research in this area could be considered definitive. He noted that the students taking part in the study were very bright; perhaps there was not much room for improvement. The institutions which participated were top-notch preparatory schools; maybe their teaching program was so good the coaching could achieve little or nothing. The students were well experienced with objective tests before the experiment began; possibly they could not become more test-wise than they already were. Finally, some coaching techniques that might have worked may have been overlooked.

As a result of these possibilities, the College Board requested the Educational Testing Service to conduct a second somewhat more elaborate experiment, this time in three public schools. Details of the study are presented later in this article. At this point it may be reported that the findings show the average score gains were largest in the

Abstraction by Nicholas Musi is an example of a new art form developed by the artist after several years of experimentation with photostatic processes. The technique, which may begin with a photograph or drawing, utilizes a series of superimposed positive and negative photostats, each step enabling the artist to shift elements of the composition, reduce the original material to its essentials, create new imagery, and achieve a remarkable variety of tonalities and textures. The final product may be a complete abstraction or an interpretation suggestive of conventional forms and subjects.

<sup>1</sup>Dyer, Henry S., "Does Coaching Help?", *College Board Review*, No. 19, page 331.



school which received the greatest amount of coaching, but that the largest gains through coaching were only 18 points in both SAT-V and SAT-M scores.<sup>1</sup>

Although these findings indicate that coaching improves SAT scores, just how real and how important are these differences? The figures in parentheses in the table on this page show the proportion of occasions on which the accompanying score point differences could occur simply by chance. Score differences not accompanied by figures in parentheses could occur more often than one time in 20 (.05) and, therefore, are not considered to be statistically significant. In the case of those which are large enough statistically to suggest that they are meaningful, the question may still be asked as to whether they are large enough to be of practical significance. Place them in the frame of reference created by a college which uses a cutting score, 400 for example, for preliminary screening of applicants. Here an increase of 18 points falling between 391 and 409 might seem crucial. It is not, however, for the SAT is not nearly exact enough to permit precise expectation of such small absolute gains within its total scale of 600 points. Score gains as slight as those achieved through coaching may, in fact, be lost in the kinds of errors that exist in test scores. The 18-point gain of the study, for example, should be compared to the standard error of measurement of the test—the amount of error contained in about one-third of the test's scores.<sup>2</sup> In the March 1955 edition of the SAT-V, the standard error was 25 points; in the SAT-M, it was 32 points. Thus, if a candidate's true, deserved SAT-V score were 391, he would have one chance in three of getting a score either above 416 or below 366, simply

<sup>1</sup>On a scale of 600, 18 is a very small gain; it is equivalent to a gain of just over one point on the traditional 60 to 100 classroom grading scale.

<sup>2</sup>The error of measurement is a statistical concept which recognizes that tests are not perfect measuring devices. The error may be considered as the difference between a hypothetical perfect measurement and the actual degree of accuracy of a test. In the case of the whole group of candidates taking the March 1955 test, it was found that there was one chance in three that a candidate's SAT-V score would vary 25 points in either direction from his theoretical true score.

## Effects of coaching on SAT scores

Score gains<sup>a</sup> by Schools C and B

	<i>C minus A</i> <sup>b</sup>	<i>B minus A</i>
SAT-V		
Boys .....	15.2 (.02)	-1.7
Girls .....	22.4 (.01)	12.3
Boys and girls ...	18.3 (.01)	5.0 (.05)
	<i>C minus A</i>	<i>C minus B</i>
SAT-M		
Boys with no current math. . .	9.3	29.2 (.05)
Girls with no current math. . .	.9	4.2
Boys with current math. . .	5.0	18.8 (.05)
Girls with current math. . .	20.2	29.7 (.05)
Boys and girls ...	6.2 (.01)	18.0 (.01)

<sup>a</sup>Score gains expressed in points on the College Board scale of 200-800 (600 points).

<sup>b</sup>School A received no coaching.

because of the nature of the test. The average effect of coaching is not this large.

The three public schools which cooperated in the second study were chosen as closely comparable in type and willing to assist in the experiment. At School A, which was used as a control for purposes of comparison, there was no attempt to coach the college preparatory seniors for either the SAT-V or SAT-M. The school is in Michigan and has a graduating class of about 440 of whom about 38% go to college. The work of the students' parents is categorized as about 50% industrial, 10% agricultural, 20% professional, and 20% other.

## Verbal coaching only at B

School B seniors who planned to go to college received coaching in verbal materials throughout the winter semester but no extra assistance in mathematics. This school is in Massachusetts and has a graduating class of about 330, of whom about 25% go to college. The work of the students' parents is 50% industrial, 12% professional, and 38% other. All 126 students involved in the study had the following verbal coaching: (1) an average of 90 minutes with the school's special 500-word vocabulary list, (2) an average of 90 minutes with Chapters I and

and IV, Vocabulary and Reading Comprehension, of *English in Review* (Oxford Book Co., Inc.), and (3) an average of 90 minutes with sample questions in *College Board Tests*, the bulletin of information of the College Board. Of these students, the 44 who were planning to take the SAT regularly for college admission underwent the following additional self-study coaching: (1) about two hours with *English in Review*, and (2) about two hours with *How to Prepare for College Entrance Examinations* (Barron's Educational Series), *How to Pass West Point-Annapolis Entrance Exams* (Arco Publishing Company), and *How to Pass College Entrance Tests* (Arco Publishing Company).

School C students were coached with both mathematical and verbal materials. This school is also in Massachusetts and has a graduating class of about 420 of whom about 25% go to college. The work of the students' parents is about 50% industrial, 10% agricultural, 12% professional, and 28% other. The 188 college preparatory and technical students participating in the experiment were given 20 coaching sessions spaced throughout the winter semester. The sessions, 10 on mathematical and 10 on verbal coaching, were based on exercises closely resembling materials from the SAT provided by Educational Testing Service. Each mathematics exercise consisted of 15 multiple-choice problems. The 10 verbal exercises were appropriately divided among the types of questions (items) that appear in the test: three 30-item exercises in analogies, three 14-item exercises in reading comprehension, two 30-item exercises in opposites, and two 30-item exercises in completions. The items were worked in class and discussed immediately. No work was done on them outside the practice sessions. In addition, the 39 students who expected to take the SAT for college admission were given some extra drill on mathematics problems by the school. Shortly before the March administration of the SAT all participating students in this school took a 40-minute practice test in mathematics and another 40-minute test in verbal materials composed of the same kinds of items as well as some of the identical items contained in the coaching exercises.

All the students participating in the study had taken the SAT in September to establish their scores at the beginning of the experiment. They all took another form of the test in March, either at the regular administration or within a few days after it at special administrations. With the data completed, it then became possible to apply the statistical technique known as the analysis of covariance<sup>4</sup> to determine the effects of coaching on March SAT performance. This method of analysis permitted comparison of the effects between schools, correcting at the same time for differences of ability found through the September testing. The figures resulting from this procedure represented differences in test score gains between the two testing dates. Some gain was expected as a consequence of practice on the first form of the test and because the students had continued to mature during the time interval. However, since these factors were considered and it was known that the programs of all three schools were reasonably similar, except for the coaching, it was concluded that any *excess in gain* at a school where coaching took place was likely to be a measure of the coachability of the test.

The average score gain attributable to coaching, as mentioned earlier, was 18 points—the amount by which the SAT-V at School C exceeded the score gain at the uncoached School A. Coaching at School B raised the SAT-V by a lesser amount, only five points, as indicated in the table. At both schools there was evidence that girls benefited more than boys from coaching.

The special coaching on mathematical materials at School C gave it a six-point lead on SAT-M over School A, where no coaching took place, and an 18-point advantage over School B, where coaching was on verbal materials only. The results also show that in the case of mathematical coaching there seems to be no consistent difference between the amounts of benefit received by boys and girls, and in contrast to the earlier independent school experiment, no consistent differences between the amounts of benefit received by those taking mathematics

courses during the senior year and those not taking such courses.

One interesting sidelight shed by the study was ignited by the assumption that those students who were to take the test for college entrance would be particularly anxious to improve their scores and therefore highly motivated to profit from the coaching experience. The first step in a comparison of students on this basis showed that regular College Board candidates did make greater improvement in their scores between September and March than did the other student participants. However, when ability differences were discounted, it was revealed that the coached College Board candidates made no greater gains than did coached students who were not College Board candidates, which suggested that the greater gains should be attributed entirely to higher ability.

It was also hoped that the experiment would provide some information on the reaction of each kind of item to coaching. For SAT-V, separate scores were obtained on analogies items, completion items, opposites items, and reading items. For SAT-M, separate scores were obtained on the short and the long mathematics problems. It turned out that, at School C, the effect of coaching on analogies items accounted for almost two-thirds of the total effect of coaching on SAT-V. This finding may be partly a result of the fact that the coaching exercises included half again as many analogies

items as any other kind of item. At School B, on the other hand, the effect of the coaching was found to be limited almost entirely to the opposites items. Since the coaching at School B concentrated heavily on vocabulary, and opposites items are a more direct measure of vocabulary than either analogies or completions, which call for reasoning, this finding seems quite reasonable. No appreciable difference was found between the effect of coaching on short mathematics items and on long mathematics problems.

### *Find effect negligible*

This SAT experiment was designed not only to discover whether coaching raised the scores on the test and the various parts of the test, but to determine its effect on the speed with which the students answered the items. For each kind of item and for SAT-V and SAT-M as a whole, the number of items attempted by each student was found and used as a separate score in the analysis. The number of items attempted was taken as a measure of the students' speed. Using analysis of covariance again, a comparison was made between the speeds at which the coached and uncoached groups worked on the March test. The method of analysis served to correct for differences in speed on the September test. The results showed that the differences were not large, but most of them were in the unexpected direction: coaching resulted in a greater number of items at the end of the test remaining unattempted. The coached students tended to work more slowly. Perhaps this means that a gain in knowledge and confidence served to increase caution and cut down on guessing. Because the differences were very small, this conclusion must be regarded as only tentative.

With the results of these two College Board studies, one on independent schools and one on public schools, we can now give a pretty definitive answer to the coaching question. Specific coaching for the SAT does raise the test scores slightly, on the average, but so slightly that the same amount of study on regular school assignments is likely to help just as much on the test and much more toward the student's understanding of the subject.



John W. French has been responsible for the coordination of College Board research at the Educational Testing Service for several years and helped to carry out the first coaching study made by Henry S. Dyer, which is referred to in the article above. Dr. French joined the Board's test construction department, which is now the test development division of ETS, in 1944. He had previously been an instructor in psychology at Princeton University and had done research for the War Department.

<sup>4</sup>For an illustration of this method, see *College Board Scores No. 2*, page 55.



## *Sponsored scholarships and the student*

Noisy, nation-wide scholarship "contests" should be replaced by a more effective "silent search" for unknown talent

One of the notable current developments in higher education in the United States is the rapid resurgence of a very old device—the sponsored scholarship. Persons and groups commanding some surplus of wealth and economic power have, from ancient times, become patrons of letters, learning, science, and the arts. Such patronage takes many forms, depending upon the social and economic structure of the societies in which it occurs. The principle and the basic impulse are much the same, whether the patron be the ruler of a fifteenth century Italian state, a medieval English guild, or an American labor union or fraternal order. In the perspective of history, it is but a step from Lorenzo the Magnificent to Pepsi-Cola—from the Worshipful Company of Drapers to the Benevolent and Protective Order of Elks.

In this larger view, the half century or so of the College Board's existence is a brief span; and it is, in fact, only during the past decade that the rapid outburst of sponsored scholarships have occurred. While contemporary sponsors include independent foundations, unions, lodges, churches, and many other groups, the most marked and characteristic growth has been in sponsorship by business corporations or by foundations representing them.

The past century in this country had already seen a considerable growth of scholarship grants, appropriated directly from current or invested funds by colleges and universities. The Board's own operations have become adjusted to this trend, since the Board's tests are utilized in selection, and the recent College Scholarship Service was designed with such grants in mind. The

Board has thus performed an important service in evolving selective and administrative devices to further the wise bestowal of college financial aid, and to buffer the collisions of interest which arise from these allocations.

But such grants in the past have come typically from funds left, wholly or primarily, within the control of the college or university. The donors, if not dead, were for the most part silent. In the latest phase, however, a new character enters the piece, and the modern sponsor of scholarships is by no means silent. He has very definite ideas about the terms under which his largesse is distributed. The colleges, accustomed to receiving "the gifts of the humble dead," find themselves teamed up with that far from humble creature, the American business corporation.

All of this intimately concerns the College Board, because in our society the allocation of financial aid has become inextricably entangled with the processes, both intellectual and administrative, of college admission. Since the 171 constituent colleges of the Board are harnessed up with busi-

ness, for better or for worse, the Board itself, which represents them in matters of the transition from school to college, is in the same double harness. Now what are some of the problems which this brings upon us?

Everyone seems to persist in discussing sponsored scholarships in the general context of corporation aid to education. It is, of course, happily true that enlightened businessmen have made rapid progress in convincing stockholders and the courts that large scale aid to education is both justifiable and legal. In this they have been aided by the numerous regional groupings of colleges and universities established for the purpose. But sponsored scholarships are not "aid to education" in the sense of contributing to the support of educational institutions. Since most colleges lose money on each student, they need only to get more students at conventional tuition rates in order to go broke. The economics of overhead costs are such that despite this obvious fact, a college may nevertheless be seeking more students to increase its incremental cash income, while adding to its losses in the long run. Even the matching grants which are made to colleges by such enlightened sponsors as General Motors, National Merit Scholarship Corporation, and the Ford Motor Company Fund, are intended to do little more than to help offset this loss.

So the context in which sponsored scholarships should be discussed is that of the talent search—the identification and encouragement of the gifted youngster who would otherwise miss out on education. They should be judged by their success in this effort, not by the amount of money spent. Indirectly, some good is accomplished by helping a student who would otherwise qualify for aid from the scholarship funds of a college, because to do so frees the college's funds for use on



... teamed up with the corporation



other needy cases. But directly to reach out and assist an able student otherwise lost to higher education is a still more direct benefit to the community.

Why do sponsors sponsor scholarships? Their motives, whether avowed or implicit, cover a wide gamut. At one extreme are sponsors moved by broad and humane considerations of public welfare, in recognition of the paramount significance of education in the future welfare of our society. More commonly, sponsors, being human, act from mixed motives. Institutional advertising and the cultivation of goodwill among the buying public, or a segment of it, play a part. So a sponsor may be found weighing carefully the effect on sales of a particular scholarship plan. Colossal Products, Inc., which makes kitchen widgets may be interested in scholarships for future housewives who will be buyers of widgets. It will ponder the effect on the widget market of a low yield of scholarship awards in a state with a weak school system. So it may easily come about that the financing of higher education for the gifted gets entangled with the competitive forces which prevail in the market for manufactured products. Is this a good thing? Not necessarily. Legitimate fears have been expressed about the danger of Federal scholarships. But cooperation with business brings its own dangers as well.

A third type of motive is the provision of a "fringe benefit" for em-

ployees, by enabling their children to compete for scholarships. A rough criterion of need may be set by including only employees below a certain salary level. Such grants resemble in principle, the "family-allowance" wage plan, giving selective bonuses to those with greater family obligations. Like these plans, they put a premium or bounty on fertility. Such plans are very numerous; they cover limited definable groups, their purpose is beyond criticism, and they are less likely to become mixed with sales considerations. They can be designed to permit full freedom of choice of field and of college, and to apply to both sexes. Finally, being mainly local, they are less subject to interference and collision with other grants to the same candidates.

#### *Limited grants produce misfits*

A fourth motive discoverable in a number of sponsored plans is a desire to promote the training of additional people in particular fields where shortages exist, for example, teaching or engineering. The sponsor evinces a somewhat wistful hope that he may be able to hire some of the young people whose training he is financing. The most naive manifestation of this purpose is found in scholarships limited to college seniors. This somewhat transparent stratagem for obtaining a lien on trained employees has met with indifferent success.

To relieve the scarcity of trained persons is, of course, a worthy and legitimate motive, even though it leaves out of account the hidden but important interest which *all* business has in improving *all* education, regardless of field. But grants limited to narrow fields, if made at the college entrance level, are virtually certain to produce some misfits. Some candidates feel constrained to enter and to persist in a particular field against their natural bent and better judgment in order to secure or retain the stipend. Statistically, therefore, plans so limited can be expected to produce a certain number of students less dedicated and enthusiastic than if complete freedom of choice prevailed.

Time does not permit an analysis of the extraordinary variety of administrative arrangements embodied in hundreds of sponsored scholarship



Aiding the gifted gets entangled with competitive forces in business

schemes now in effect. Terms of eligibility vary by age, sex, place of residence, stage of education, professional goals, and parental employment, to name only a few. Limitations may be geographical or occupational or religious, or may depend upon membership in particular organizations. Boards of selection may represent varying degrees of expertness and of impartiality.

Perhaps the clearest and most fundamental contrast in approach is between the college-administered scholarship, and the scholarship which forms a part of an independently conducted, even nation-wide contest. In the former, the funds are given to the college, often with a matching grant; the college then awards them to applicants which it identifies and selects. Such sponsored grants are administered parallel with others financed from college funds. No separate "contest" is initiated, and the whole affair runs quietly along on rails already laid down and in use.

The "contest" approach, on the other hand, requires that a very considerable apparatus be set up—an operating agency, a board of selection, and a more or less elaborate set of ground rules published in advance. Existing tests may be used, or even special tests established. It requires, furthermore, an amount of advertising which varies from moderate in, say, a small company providing for children of employees, to stupendous in a truly national scholarship contest. It is to the great credit of the General Motors Corporation that it has embarked simultaneously on both of these contrasting types of scholarship project: the sponsored grant which the college



B. Alden Thresher, director of admissions and professor of economics at the Massachusetts Institute of Technology, was elected Vice Chairman of the College Board at its meeting on October 26—the same meeting at which he delivered the above paper. Currently a Custodian of the Board and Chairman of the Executive Committee, Professor Thresher was the chairman of the first Colloquium on College Admissions.

administers, and the contest type of national scope. It should, therefore, be possible after the careful annual review, which is proposed for the next few years, to draw some valid conclusions about the relative merits of these two experiments.

Sponsored scholarship contests on a large scale, like wonder drugs, may have side effects not wholly favorable. One of these is the excitement and distraction which the contest generates; in fact, some of the contests make a noise out of all proportion to the benefits conferred on the candidates. A contest with a high "ratio of excitation" could react badly against the sponsor's own interest, and one with a low "net contribution" could have a similar effect. Let me explain these terms by an example:

Consider a national scholarship contest sponsored by Colossal Products, Inc. There are 100 scholarships to be awarded. Demonstrated financial need is to be carefully considered, and so the College Scholarship Service is utilized. Let us say that the grants range from \$100 to \$2,000 per year, and average \$1,000 each. The "Scholarama" is widely advertised in the high schools, and all contestants are asked to take the Scholastic Aptitude Test at six dollars each. There are, let us assume, 30,000 contestants who do this. For every actual award, therefore, some 300 eager youngsters have enrolled with high hopes. Furthermore, they have the backing of principals, counselors, and teachers. Excitement runs high, not only in schools, but in 30,000 homes as well. So some 60,000 parents, to say nothing of brothers and sisters, feel the mounting tension.

#### *Violates "silent search" ideal*

If we make even a conservative allowance of two other people rooting for each contestant, this means that some 900 people have been stirred up for each \$1,000 award actually given out in the sweepstakes. The "ratio of excitation" in this case, therefore, is 900 to 1. Observe that there are 897 people who may feel sufficiently let down by the outcome to take the edge off of their previous ready acceptance of the wares of Colossal Products, Inc. Their disappointment might be further deepened by reflecting that the con-



Candidates enter a field for the stipend against their better judgment

testants themselves have collectively spent \$180,000 on the contest in test fees, to make it possible for the sponsor to award \$100,000 to the winners. True, the scholarships run for four years, so we can say that the sweepstakes yield an average of \$4,000 to each winner. Even so, the net contribution to the winners is low in proportion to what the sponsor has spent for administration in his effort to do the job right, plus what the contestants have spent to take part.

What is wrong with this picture? I believe the trouble lies in substituting a kind of contest for the principle of the "silent search." If there is to be a contest at all, it should be the one which started when the candidates were born, and which takes account of their whole achievement to date, and of their promise for the future. A contest entered into, *de novo*, with a specific prize in view may be expected to identify a group of persons adept at winning contests. Whether, in the long run, they turn out to be the ones who contribute most to their communities and to the world is not yet known. We know, for sure, that this is a group of able youngsters. But the ablest? We may know in 20 years.

Now you may think this is a criticism of the corporate sponsors. It is not. These people are trying to do the best possible job, and are sparing no trouble or expense to that end. The fault would seem to lie in the organization of education. In our variegated, decentralized, and more or less chaotic educational environment, it is virtually impossible to use the silent search without publicity to turn up a group of students of exceptional prom-

ise. This is not anybody's fault. American education, with its healthy tradition of local, and only to a limited extent, state-wide control, is simply not geared to function on what is essentially a national basis. Business is definitely so geared, and has been for some time.

The situation is reminiscent of that which existed around the turn of the century when manufacture and commerce, growing to a national scale, outran the system of local unit banks. An era of bank mergers and consolidation became necessary to bring financial institutions up to the scale necessary to serve their corporate clients. Somewhat similarly now, education, for the first time in direct cooperation with business, is bewildered and at a loss. The next few years should be instructive ones for all concerned. Business is absorbing some of the viewpoint of education—of a set of standards more universal, more far-reaching, more subtle, and in the end, far more creative than those of the market place. Education is discovering, among other things, how poorly organized it is to respond intelligently to the kind of questions which are asked of it.

Here comes a patron who says—produce your ablest youngsters and we will help them. In response to this challenge, many colleges and universities have shown a good ability to pick able scholarship holders from among the relatively limited group already applying to them. This is a group already self-selected for high motivation. But in the larger context of the entire high school population, we are not organized to give an effective answer. We reply, somewhat lamely, that we have at best a rather foggy notion who the ablest are, and we do less than we should to stimulate them and kindle their energies.

Despite the millions of tests which are taken by students of all ages everywhere in this country, we are pretty much at a loss to identify a compact group of the highest ability, and I mean in the definite, operative sense of picking in advance the young people who will be the movers and shakers of the world in the next generation. Partly, this comes about because testing serves a number of other necessary purposes. Partly, it is because

guidance has been only rudimentary. Most of all, it is a failure to recognize that measurement, which is the essence of testing, to be fully useful, must be reducible to common units subject to intercomparison over a wide area. No more than a dozen states have comprehensive testing programs designed to identify the ablest. Even within this small, relatively advanced group of states, test systems are largely incommensurable with one another; they are scarcely reducible to a common denominator, so that no ready means exists to give the answers needed. Nor has guidance reached a stage of development where it can influence the able, but unmotivated student, if necessary, by reaching behind him into the unmotivated home, where it can touch the unmotivated parent. It

goes without saying, also, that these processes must be initiated at an earlier stage than the secondary school level if they are to be truly efficacious.

These deficiencies, which we know have always been present, have suddenly loomed, almost overnight, into serious threats to the well-being of our country. Our society is being forced hard down against the limitations in the supply of educated and trained manpower and womanpower. Suddenly, a rapidly increasing proportion of the jobs necessary to keep the wheels turning, and to keep our civilization alive and functioning, turn out to be skilled jobs, demanding more and more intelligence, educated judgment, trained competence. There are not enough trained and able people to carry on the work that must be done.

And I do not mean only technical and scientific jobs. Everything we do has to be done increasingly with reference to the wider environment, which means deeper and broader insight into the nature of man and of society. The search for young talent is far more important than prospecting for uranium, but we do not have the right kind of Geiger counters and scintillometers. We need a combination testing and guidance system that will really click when you hold it near a student with genuine promise for the future.

I believe that sponsors, looking for ways to spend their surplus intelligently in promoting education, sense this lack. Because of it, and in order to get some kind of results without inordinate delay, they must resort to the Scholarama, a noisy, high excitement affair, as the only expedient in sight to get the job done. A selective process that ought to start in the elementary schools, accompanied by guidance, is for the most part jammed into the last year of high school. It rests on a foundation of *ad hoc* testing which, however carefully devised and expertly conducted, can never respond fully to the broad range of values that need to be taken into account.

We tend to fall into the fallacy of "super-duperism." We reason that if tests can identify the ablest 10 per cent of a population, then they can also identify the ablest one one-hundredth of one per cent. It is because of the imperfection and fallibility of all our selection methods, whether testing or any other, that the notion of a super-elite education program breaks down. We can get an able and a selected group, but we cannot intensify and redouble this process indefinitely and without limit. There is a principle in human nature and in human affairs which forces us to keep looking back among those not first chosen, who on second thought, or larger trial, or under slightly varied conditions, turn out after all to have the qualities we need. People keep surprising us, individually even if not statistically. We need always to take another look at the stone which the builders rejected.

Experience with large sponsored scholarship plans suggests that in some of these, relatively little new talent may be turned up, beyond those sure to get to college in any event. One



Some make a noise all out of proportion to candidate benefits



student may receive several offers, so that "negotiations" are needed to get him to accept a grant. If Colossal Products Inc., and Titanic Processes Inc., both make him an offer, neither may wish to withdraw. Each wants its label on this young star. This is a little like two major league clubs competing for a bonus rookie. It has little relevance to the real problems of locating talent. There is some indication that colleges acting singly, each in its own sphere of influence, have been, on the whole, somewhat more successful in reaching out into the grass roots and finding boys and girls who otherwise might never have secured an education.

A closely related problem, potentially serious, is the confused situation which confronts the high school student as more and more regional or national scholarship competitions open up. In principle, an able boy (or girl) ought to be able, once and for all, to receive consideration as a candidate for all the awards for which he is technically eligible. He obviously cannot devote most of his senior year to filling out applications, securing endorsements, meeting deadlines and taking tests for dozens of scholarship contests. Yet if he does not, his fortunes in the sweepstakes become a matter of luck rather than merit, or to say the least, are subject to arbitrary limitation.

Closely related also is the problem of finding college people to serve on boards of selection for sponsored scholarships. If enough of these are drawn away from the work of their own college admission committees in the crucial spring months, the quality of college admissions may suffer.

#### *Sponsors should unite*

All these considerations point to the urgent desirability of all sponsors of scholarships on anything approaching a national scale uniting on a common procedure, common or at least coordinated administration, and a uniform set of tests. The breadth and statesmanlike wisdom already shown by some of the large sponsors in making their plans raises high hopes that these sensible steps will soon be taken, in the interest of the general good.

We can, I believe, safely predict that the Scholaramas will be seen, in



We need educational geiger counters

retrospect, to have served a useful purpose as first steps, which may eventually set new educational forces to work. We may see more carefully planned, more thoroughgoing, and more deeply rooted talent searches under statewide auspices and on a broader base than have before existed. Perhaps some large patron, seeing this need, will be influenced to assist one or two backward states in these directions, as a demonstration to show how the search for talent may reach back closer to first principles, exerting its effects more widely, and earlier, among students more wisely and expertly guided.

#### *Advisory service available*

Some three years ago the Educational Testing Service established a division called the Sponsored Scholarship Services, to advise sponsors and to cooperate with them in various ways in the conduct of their operations. This proved a wise move, and one which met a need, as there are now over 100 sponsored plans operating through this service, including the two largest national plans—National Merit Scholarships and the General Motors National Scholarships. Sponsored Scholarship Services provides, like the other parts of the Educational Testing Service, a reservoir of *expertise* on the highest possible level. It provides an organization, in being, and functioning, which can represent sponsors and cope with the formidable administrative tasks of conducting talent searches—currently on something of a contest basis, perhaps later on a more deeply rooted and longer range basis. Such an organization is capable of carrying out the long-range follow-up studies which are essential if real progress is to be made in the identification and encour-

agement of talent, and can also do much to facilitate the common sense standardization of procedures now so badly needed. It can adapt itself to the longer range, more gradual type of silent search, as this comes to replace the contest type.

#### *Forum role for the Board*

What is the function of the College Board in this developing situation? I believe it has an important role to play, and one quite different from, and complementary to, that of the Sponsored Scholarship Services. While the latter has the task of representing the sponsors, the Board represents the colleges and universities. The strength of the Board lies in its representative character, with a membership, geographically diversified, of 171 institutions including many of the strongest in this country. As a membership organization it is directly and sensitively responsive to the needs and problems of its members, and so can bring to bear on these problems a broadly representative opinion from the spacious field of higher education.

Furthermore, the fact that the Board has delegated the technical aspects of testing to an expert body, the Educational Testing Service, leaves the Board much more free than before to act as a forum for the discussion and solution of a wide range of problems having to do with the transition from secondary school to college. Scholarships are a typical example of such problems. While tests have traditionally occupied a central position in the Board's scheme of things, there is no reason why they should be its sole concern, nor is there any reason why these tests should occur only at a set stage of a student's career.

As the advanced placement tests have thrown the Board's interests forward to a higher level of schooling, so the emphasis on guidance and on earlier search for talent may be expected to extend the Board's interests also into the testing and guidance process of earlier years. We can discern, therefore, in the sponsored scholarship movement a potential stimulus to education (and incidentally, to the work of the Board as well) which may turn out to be one of its most valuable outcomes.

## Who's going to college?

Only half of the country's ablest high school seniors intend to go to college according to first nationwide survey of their plans

*What do you think you will do when you finish high school? If you do not go to college, what will the reasons probably be? If you do plan to go to college, what will you probably study?*

In the spring of 1955, some 32,750 seniors in public high schools in the United States answered these and other questions about their family backgrounds, interest in college, and financial prospects. These students were the subjects of a National Study of High School Students and Their Plans, undertaken by the Educational Testing Service at the request of the College Board as part of a study for the National Science Foundation of the loss of talent from high school to college. This article touches on some of the highlights of the high school survey.

There have been a number of state and local studies of school dropouts, adolescent attitudes toward college, and related matters recently, but up-to-date nationwide figures on secondary school students' educational and professional plans have been lacking. In order to receive more accurate information on the current college plans of high school students, the College Board asked Educational Testing Service to administer a questionnaire and aptitude test to a random sample of public high school seniors and a smaller number of tenth graders. The preparation and operation of the study were under the direction of Glen Stice, Warren S. Torgerson and William G. Mollenkopf of ETS.

The schools used in this study were selected by designating every twentieth school from a United States Office of Education list (public secondary schools with twelfth-year students

ranked in order of size in each of the four major geographical regions). The numbers of students in the sample attending different sizes of schools and from different regions were then proportional to the numbers of such students in the population. In every fifth school among those selected, the questionnaire was submitted to sophomores as well.

It was not possible to include independent schools in the sample. There were serious time and financial limits to the study. It was impossible to compile a complete list of independent secondary schools by size and by region comparable to the Office of Education list of public schools. It was deemed impractical to secure a stratified random sample of students in independent schools that could be combined with that from the public school population. Furthermore, it was felt that the sample would reasonably approximate the entire high school population.

In addition to the 30-minute questionnaire, a brief academic aptitude

test was administered to the students participating in the study. This consisted of items employed by ETS in past tests and known to have high validity and reliability. In addition, the test as a whole was pretested in a number of high schools in the fall of 1954. It was then possible to apply a common ability standard to all the students surveyed—an improvement over reliance on individual school estimates of ability. As a result, a portion of the students that could reasonably be considered to possess high level ability was identified.

The questionnaire responses of 9,689 seniors were scored and analyzed. This group scored 12 or higher on the 20-question ability test and was assumed to have sufficient ability to do college level work. This high scoring group represented the top 30% of the entire sample and the statistics on college-going given here are based on the replies of this group. Understandably, this top 30% was not distributed evenly geographically. Thirty-five per cent of the sample in the Western states scored 12 or higher on the test. In the Northeast, 34% reached this level while 29% did so in the Central region. Only 20% of the sample in the South scored this high.

Fifty-one per cent of the high scoring boys and girls in the sample would really like to go to college full time immediately after graduation from high school. Only 45% of them expect to be able to do so. About 26% of these students think they may be able to include some college attendance after working awhile. Approximately 13% of the high scoring group say they have no interest or desire to attend college. Approximately 6% of this high ability group report that they have a strong interest in college but see no way of ever getting there. These are the boys and girls who, as far as can be deter-



Charles C. Cole, Jr., Assistant Dean of Columbia College, was director of the study of the loss of talent conducted by the College Board for the National Science Foundation and is the author of its 400-page report, *Encouraging Scientific Talent*. Dr. Cole is also the author of *Sponsored Scholarships*, a booklet published by the Board in 1952 to summarize his study of foundation and corporation scholarship programs.

mined from the questionnaire, are well motivated for college but will be prevented from continuing their education for financial reasons. In addition, about 10% of the sample could not be definitely classified because of the nature of the replies or because they failed to answer some of the questions. It was evident, however, from this group's willingness to accept scholarships, if offered, that a portion of them are probably interested enough in going to college but lack the means to go and could be salvaged for higher education through financial assistance.

The highest proportion of high-scoring senior boys planning to go to college immediately after graduation is in the Northeastern part of the United States. The lowest proportion is in the Central area. Lack of motivation for college appears about twice as frequently among superior girls than among boys. Failure to go to college for financial reasons also appeared to occur twice as frequently among the girls in this sample as among the boys.

#### *High ability losses*

Using these percentages, it is possible to estimate how many high ability high school seniors will not go to college in 1955. Of course, such an estimate is hazardous because we are dealing with what people say they intend to do, not with what they actually did. Furthermore, we know from previous studies that not all who plan on attending college actually do go. Taking this into consideration, it would appear somewhere between 60,000 and 100,000

#### *College plans of public high school seniors in the top 30% of ability*

	Plan to go this fall	Hope to go later	Interest only	No interest	Miscellaneous and no response
Boys .....	47%	31%	4%	9.5%	8.5%
Girls .....	42	20	8	18	12

high ability high school boys and girls in 1955 would like to have gone to college but were prevented by financial reasons from doing so. There is another group of approximately 100,000 able high school seniors who appear to be uninterested in a higher education.

In examining these questionnaire replies, one is struck by the extensive amount of determinism apparently involved in going to college. About 83% of the sons and daughters of doctors who have high level ability intend to go to college full time. Slightly more than one-half of the children of businessmen in this group plan to continue their education. The percentage among farmers' children is 38 while only about one-quarter of the boys and girls of semi-skilled laborers in this group intend to get an undergraduate education.

The more formal education a student's father has had, the greater the likelihood of his planning to go to college. Only one-quarter of the superior students whose fathers failed to finish grade school intend to go to college while 70% of those whose fathers graduated from college want to continue their own education. Similarly,

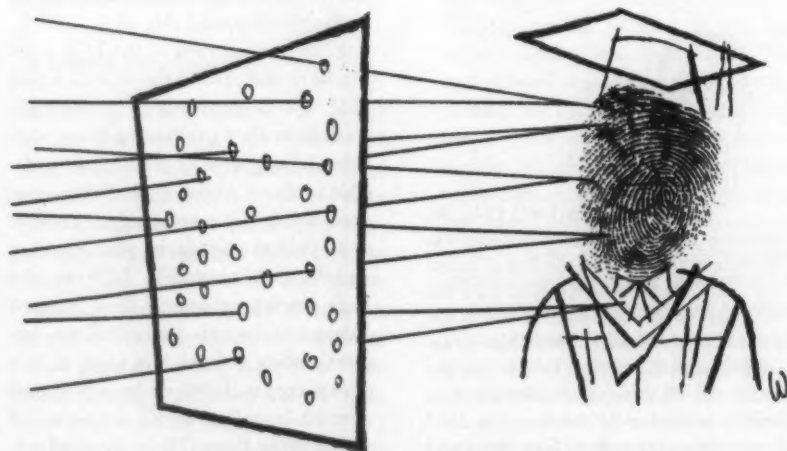
lack of interest in a college degree is much less frequently found in the homes of the college-educated than in those where the parents have had an elementary or secondary education.

Interest in a higher education is also related to the amount of discussion about college in the lives of these able high school seniors. Fifty-eight per cent of those who have discussed the subject a lot with their parents plan to enroll in college. An insignificant number of those who have not discussed the subject at home intend to do so. On the other hand, a large majority of those who have not talked with their parents about a college education report no interest in continuing in school.

#### *More guidance needed*

A similar relationship appears to exist between college-going and high school guidance. About two-thirds of those who have talked a good deal with teachers or guidance counselors about the subject intend to continue their education. Less than one-fifth of those who have not done so intend to go to college. At the other extreme, about one-third of those who have received no college guidance in high school report lack of interest in higher education while only about 3% of those who have been exposed to quite a lot of guidance in secondary school have no motivation for college.

Insofar as guidance for college is concerned, only about one-quarter of these highly able twelfth grade students report having had "quite a lot" of discussion with teachers or counselors in their schools. About 56% of them have had "some" discussion while 18% of them say they have had none at all. Fifty-four per cent of the secondary schools in the sample were found to have no professional counselor on their staff. Only about one-quarter of them have at least one full-



An aptitude test identified students of high ability



time professional guidance counselor. These figures suggest something of the dire need for more college guidance at the tenth and twelfth grade level.

It is also striking to see how much vocationalism is involved in high school students' college plans. Asked why they wanted to go to college, 40% of the boys and 30% of the girls in the group of high scoring seniors answered that the most important reason for going to college was that the degree was needed for the work they intended to do. Another 11% gave as the most important reason the added financial

and business awards that would come with the degree. Only 5% of the smart boys and 9% of the girls in this group said the most important reason for continuing their education was that they enjoyed studying.

The 1955 intellectually able high school graduate appears to be a practical-minded, shrewdly calculating entrepreneur who is not averse to changing his course of study if a scholarship offer is involved. The seniors were asked the following: "Suppose that you would get a scholarship to go to college if you agreed to study a particular subject. The scholarship would be large enough to make it possible for you to attend a good college and you would have no need to worry about earning any part of your expenses. But to get the scholarship you would have to agree to major in some particular subject." By comparing the students' answers to this question with what they said they would really like to study, it is possible to assess to some extent the diversion through financial incentives from one field to another and the degree of commitment of individuals in the face of strong financial pressure.

Of the seniors who intend to go to college, almost one-half of those in the high scoring group who are really interested in studying fine arts or education would accept a scholarship to study engineering. On the other hand, less than one-fifth of those who expect to major in the physical sciences or engineering would accept a scholarship that restricted them to major in the social sciences.

The extent of defection in some areas is quite revealing. Of those interested in the nonscientific fields in the liberal arts, 30% would accept scholarship aid to major in mathematics, the physical or biological sciences, and engineering. Of the high level ability boys, 35% would desert the social sciences for a scholarship in physical science. One-quarter of this group who say they are really interested in majoring in education would give it up for an award in the physical sciences. Scholarships in the field of education, however, would attract only 18% of those primarily interested in physical science, 19% of those whose first love is engineering, and 34% of those interested in business. These

## Idealized vocational aspirations of top 30% in ability

Vocations	Boys	Girls
Engineering .....	26%	0%
Professional, nonspecified ..	8	5
Physical science .....	6	1
Biological science .....	1	0
Social science .....	1	1
Medical professional .....	8	3
Law and politics .....	4	1
Literature and arts .....	3	8
Religion and social welfare ..	2	4
Education .....	4	20
Technical workers .....	3	2
Medical technical workers ..	0	12
Business technical .....	2	0
Farm .....	4	1
Business .....	10	5
White collar .....	4	18
Skilled labor .....	4	0
Other labor		
(including housewife) ..	1	12
Miscellaneous .....	9	6

figures seem to confirm the hypothesis that even money won't attract some persons to teaching.

Of course, some of those who are so easily persuaded to change their fields of study might not have the aptitude to secure or keep such a scholarship. Then, too, some of the seniors in the sample may have concluded that they could accept financial aid to study in some particular field and still devote enough time to their major interest. Nevertheless, these figures suggest that the offering of restricted scholarships sets in motion gravitational forces of unequal intensity that tend to change existing distribution of interests in the secondary school population. With caliper and slide rule, one might devise an index of subject seductivity for the current crop of high school graduates!

## Engineering favored

The questionnaire results also throw some light on the present vocational interests of the able high school senior. The students in our sample were asked, "Think about what you would like to be 15 years from now. Suppose that with hard work you would be successful in whatever you choose. Indicate what occupation you would choose to make your goal." Approximately one-quarter of the boys in the high ability group say they would like to become

## Counterpoint

"The simplest form of organized society has need for only three kinds of educated men—priests, chiefs, and witch doctors. If within this simple organization the population increases, there will be a proportionate need for increase in the number of these leaders, and so long as this society remains stable and structured in that pattern, the ratio will hold constant, at least until a witch doctor's association is organized for the purpose of raising professional standards."

—From an address by Frank H. Bowles at the Annual Meeting of the New Jersey Association of Colleges and Universities, March 26, 1955.

"Johannesburg, South Africa—A convention of African witch doctors has been under way the last few days in Pretoria, administrative capital of South Africa, thirty-six miles north of here. . . .

"Among the major questions is how to eliminate quack doctors who prey on Africans through fear and superstition and employ unapproved nostrums. Another is the establishment of a college where students would take a five-year course in the use of herbs."

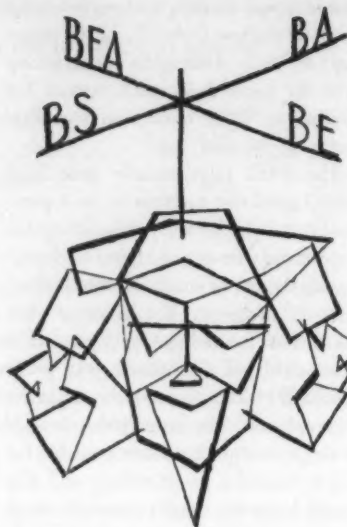
—From *The New York Times*, October 7, 1955.

engineers. It looks as though today's graduate from high school is an avid reader of the help-wanted columns. About one-fifth of the able girls aspire to enter the educational profession. Only 4% of the boys in the upper 30% group have such an aspiration. And the number who want to be coaches is three times as large as the number who want to be classroom teachers. The table on idealized vocational aspirations lists the answers to this question.

### *Scholarships little known*

Knowledgeable though they are about business opportunities, this group of able high school seniors did not know as much about scholarship opportunities as one might have expected. Seven familiar types of financial aid were listed in the questionnaire and the students were asked to indicate which ones they had heard about. These included the Navy ROTC scholarships, the Seven College Scholarship Program for Women, the Westinghouse Talent Search, the Ivy League national scholarships, local industrial grants, state or individual college awards, and special scholarships available only to graduates of the individual high school. Only 22% of the high scoring group had heard of more than three of these programs. Twenty-four per cent had heard of only three, 25% of only two, and 20% of only one of these scholarship plans. Eight per cent of the group had not heard of any.

Apparently, more publicizing of undergraduate awards is called for. If less than three-quarters of the high ability boys graduating from high school have heard of more than one of these scholarship programs or if one-half of those with high ability who report an interest in college but cannot plan on attending have heard of two or more scholarship plans, there is room for more financial aid information in the nation's schools. These figures raise a question about the effectiveness of high school counseling and the adequacy of college recruitment programs. If adolescent information of college awards is any indication, there is need for a closer cooperation between secondary and higher education in a comprehensive talent search, one feature of which would be acquainting



able students with the scholarship opportunities within their reach.

The principals of the schools participating in the National Study of High School Students and Their Plans provided comments that corroborated the statistics of the survey. It was evident from the principals' remarks that when there was a tradition of college-going in the community, when the parents encouraged it, where economic conditions were good, and where the school program was college-oriented and adequately supported, interest in higher education among the students was high. When economic conditions were

poor, when parents discouraged college thinking, when overcrowded conditions weakened the school program or when counseling was lacking, there appeared to be less interest in college.

But it was not always that a depressed economic condition was the reason why education for the bright pupils stops at the twelfth grade. In a number of places the opposite seems to be the case. One principal reported, "We are near two factories that employ many young women. They can make more within six months than a college graduate can in several years. Even the smart ones see no reason why they should go to college." From another part of the country came the observation, "The discovery of oil here gives some the impression that education is not necessary."

A number of implications can be drawn from these figures along with others yielded by the study. There is a striking amount of economic and cultural determinism connected with college going. There is a pressing need for more scholarships to tap some of the loss of high ability from high school to college. Today's able high school graduate is interested more than ever before in our history in continuing his formal education. He considers higher education essential for the work he intends to do. He is alert to many of the economic opportunities which these prosperous times afford. He is sensitive to the financial incentives around him, even to the extent sometimes of giving up his major academic interest if a scholarship is involved. At the same time, he lacks sufficient high school guidance, particularly about scholarship awards, with which to shape his college and financial plans.

Despite the increased interest in the Bachelor of Arts degree, higher education is still losing one-half of the top 30% or so of the nation's high school seniors. Each year, apparently, between 60,000 and 100,000 highly able secondary school graduates with aptitude and interest for college fail to continue their education for financial reasons. Another group of similar size and ability lack the interest or motivation for college. This is a serious waste of intellectual resources which should not be overshadowed by the rising tide of college enrollments.

### **Teachers and tests**

Prospective teachers and counselors are not receiving instruction in the interpretation and use of standardized tests or other instruments of evaluation, according to an article by Victor H. Noll in *School and Society*.

Summarizing a study of state certificating requirements and the teachers education programs of 66 colleges and universities, he reports that a course in measurement is "a comparatively rare requirement" for a certificate and usually an elective in teacher training programs. "The situation," he concludes, "should be a matter of real concern to all engaged in the work of educating teachers."

## Four subjects and four hopes

### Reflections on school to college transition, or (according to the author) "easy advice on a hard problem"

The speech I planned to write was a speech that we have all heard and most of us have made. It is called, "What Is Wrong With Our Schools," and we have been getting a good many speeches of this kind in national periodicals in recent months. I disagreed with most of those and thought I might be able to give you a pretty peppy one of my own, but I am not going to do it because I ran into another problem on the way—the question whether this advice would do anybody any good, and it is on that subject that in the end I hope to say somethnig.

But first, I must make it clear that I do not speak as a college administrative officer but as a college teacher. That has two consequences. First, nothing that I say should be held against the Harvard Admissions Committee or in any sense taken as an official expression of the position of Harvard University. Second, I am not going to talk about what the colleges are doing wrong because I get a great deal of free advice on that subject all the time myself. I take the position of the Russian in the Lend-Lease negotiations who went to the Lend Lease Officer to explain that he was not getting the supplies that were called for in the protocol. The officer was very sorry, but what he had to point out was that the reason the supplies were delayed was that the request for the supplies from the Russians had been delayed for several months. The Russian drew himself up to his full height and said, "I wish to talk about your behind and not my behind!"

We are the most advised profession in the country, and we are terribly in the habit of asking each other's advice. But when one comes to think, as a college teacher, of the kind of advice one

wants to give to the schools, one does not have any startling new ideas. They have to do with the substance of academic education, the things which are taught and learned. I think most of us tend to agree as to what these things should be; the speech I planned to write was on that topic.

#### *The central subjects*

In brief, I would have suggested that there are four central subjects a real knowledge of which can be achieved in the schools, so that this knowledge will have impact and importance not only for college education but for education considered generally. I would have agreed that in descending order of importance those subjects are: English, conceived as an ability to write and to understand other people's writing; mathematics, taken if possible—and I believe it is possible—through a solid first year of the calculus; one foreign language learned well, not three

learned badly; and, finally, American history. And if I had made this speech, I would have urged upon you, making a number of disagreeable observations in passing, that nothing but our own stupidity and internal warfare, in the schools as well as in the colleges, stands in the way of our ability to do these things and do them well.

Starting back from the least important, important as it is, the field of American history, I would have remarked that it is absurd that the colleges have not long ago adjusted themselves to the fact that distinguished work of full college quality can be done and is being done in a number of schools in this most respectable and traditional subject.

I would have urged upon you in the field of foreign languages that those who live by their devotion to these subjects are in the process of killing themselves off by a most ridiculous compromise whereby, in order to keep footholds in the curriculum, they allot each other two years, more or less of two, three, or even four languages, thus successfully insuring two results: that the student will not learn any language well enough to use it, and that he will come to have a deep disrespect for the entire enterprise.

About mathematics, I would have said that of all subjects it is the one which is best taught, and yet of all subjects the one whose curriculum, at least until lately, has been most in need of drastic revision. I would have urged upon you very strongly that there is an inherent irrationality in the deeply seated conviction of mathematics teachers that most boys and girls of 17 cannot possibly understand the calculus, whereas most boys of 18, and girls, too, cannot possibly do without it. I would have urged upon you that several subjects which have lived in that curriculum for years, particularly solid geometry, should be forced to



McGeorge Bundy, dean of the faculty of arts and sciences and professor of government at Harvard University, made the above speech at the fall meeting of the College Board. Dean Bundy was a member of the committee which prepared the widely-known report, *General Education in School and College* (Harvard University Press, 1952) and has collaborated on several books dealing with American foreign policy.



give way in large measure. This can be done as soon as we put our minds to it and is indeed being done, with increasing energy and skill, in a number of our schools.

Finally, I would have said about English composition, or really about English broadly construed, that none of us is in a position to cast stones at any of the others, but that it is inconceivable that we should give up our persistent and only fragmentarily successful effort to deal with this basic problem. And I would have asserted, out of a most limited experience, that our very failures are some measure of our opportunity here, because here at least there is widespread agreement upon the importance of the topic. What we have to deal with mainly is our own sloppy reluctance to insist upon real standards of performance.

### *Increasing selectivity*

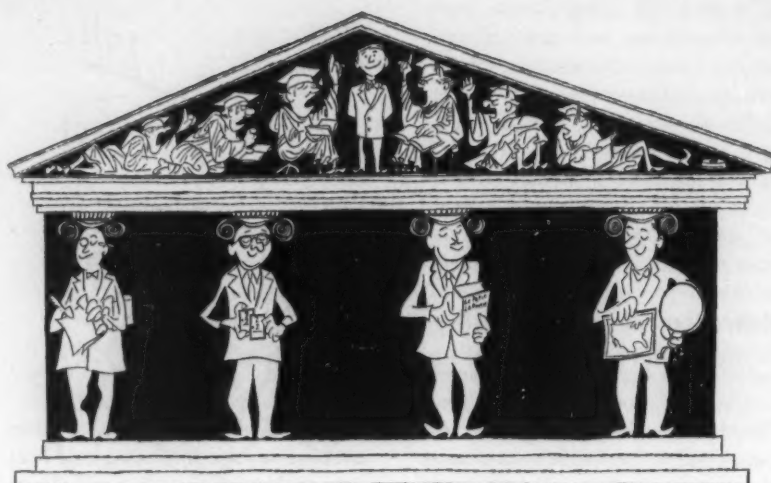
Well, I was going to write that speech, but, as I say, you have all heard it, and I want to go on to something else, namely, what can be done about it?

Here it is my feeling—though I may be wrong, but it is at least a position which I would urge upon you for consideration—that in the next five, 10, or perhaps 15 years, we are going to have an opportunity to cope with this problem which we are in some danger of overlooking. We are going to have ways and means of attacking it which we should do well to count up, and upon which I think some hopes can now be based.

But let me recognize at once, and let us all recognize, that in one sense, in terms of numbers of schools and num-



Solid geometry should give way



bers of children, we are, as the distinguished Director of the College Board, Frank H. Bowles, has repeatedly suggested, fighting a lost cause. Millions of high school students are in tens of thousands of schools which are not primarily concerned with college preparatory work—and still less with college preparatory work for admission to the member colleges of this Board. These students are not immediately within our reach; we can have little direct influence upon what they learn at school.

Moreover—and this is a position to which I think most of us are committed—we have now definitely recognized the fact that the really bright boy is desirable in the colleges even if the schools have hopelessly mismanaged his educational training up to the age of 17 or 18. The untrained boy of real brilliance is more valuable to us than the dull boy who has been intensively trained. Therefore, we are committed to the notion of a talent search; we are committed to college admissions in which we will not be able to take for granted, in a great many cases, the level of preparation which we have tended to regard as traditional. This is not too surprising. The fact that the colleges insist upon the right to admit the highly gifted but uneducated youngster is no more than a measure of the relative influence, at age 17, of God and man.

But what I call to your attention is the fact that there are not really so very many of these very bright boys; none of us is in fact admitting all A students. What we are facing in the

near future is a geometrically increasing set of applicants from whom it will be no great trick to select the absolute top-notchers, and among whom the real problem of choice will appear when we come to examine all of those who are B minus or B plus—good, but how good? Whether we like it or not in the colleges, we are going to have to use new and sharper criteria, and we are going to be judged by the criteria which we choose.

What I want to suggest here is that colleges which mean what they have been saying, faculties which act upon their professions, will in fact be driven to a sharply increasing selectivity in terms of the quality of educational experience which has been offered to the youngster before he arrives, so that we are going to have a kind of pressure at the point of admission—or if you wish, a kind of lever at that point—which we have not had in any very considerable degree for a long time past. The shape of this new situation can be seen quite clearly if we think of the kinds of cases which most of us are beginning to see now, cases in which we feel it incumbent upon us to reject boys and girls whose quality we cannot deny and whose ordinary claim upon a place in our colleges would have been self-evident five or 10 years ago. We all know how sharp the sense of outrage is when that kind of rejection occurs. Yet we are going to have more and more such cases. What I wish to suggest is that when all the other important criteria have been weighed into our operation, one standard which has a certain continuous merit, and

upon which we cannot only take a position of defense but assert a position of purpose, is the standard of genuine educational accomplishment.

To the degree that this is so, there is, I believe, a new opportunity ahead of us. It is not always going to be agreeable; if we exercise a choice in terms of real knowledge of some things, we shall create a certain amount of struggle and disagreement. Very able men, both in the schools and in the colleges—I am inclined to think more in the schools than in the colleges—are persuaded that there is a danger of overemphasis upon this criterion, and that there is a claim upon the strongest colleges for boys whose real knowledge and real talent may not be very great. I myself would like to make it quite clear, moreover, that I do not in any sense deny the importance of the other standards which we have been using. Putting it briefly, it seems to me essential that college admissions should be concerned with quality of all descriptions—moral, intellectual, social, and even physical. But that is not the same thing as saying that when other things are equal we can put aside the simple question whether the boy has been well taught. We cannot put it aside, because there is no standard or basis of judgment upon which we can allow ourselves, when other things are equal, to reject the well-trained Jones and admit the ill-trained Smith.

Therefore, like it or not, this criterion is going to become increasingly operative, and in colleges which do like it, it is going to become increasingly operative increasingly rapidly.

It is certainly true that the measures by which this judgment is made are

not all ready to hand, and it is equally true that there is a fertile field for misunderstanding in judgments of this kind. Yet I think it is also true—and we are beginning to see the evidence in our admissions processes—that one comes to feel a certain confidence in judgments on this question among schools which in their external appearance, their class of clientele, their tuition fee, and their tradition, appear to be equal. We are beginning to have a clear sense in the admissions offices as to which ones on the whole provide something firm and lively in the way of training and which ones have a tendency to be routine or mushy in their educational content. Decisions are being made already and will be made increasingly on the basis of this developed judgment of the quality of the educational experience.

#### Reasons for hope

This process is only at its beginning. I suggest to you that this new opportunity is coming before us at a time when it is supplemented by a number of factors which give some reasons to hope that good use can be made of it. I say this in full knowledge of all the pressures and forces which operate in the reverse direction.

I would say that there are four reasons to be hopeful that this new criterion of selection may have impact. First, I think it can be said that there is a great interest in the schools in precisely this issue. Members of faculties have an eagerness to increase the meaning and value of what they teach as well as the methods and skills with which they teach, and I do not think the two are opposing. It is also true, in the schools, that students in most cases are not yet anywhere near the limit of their own talents; where there is an imaginative program for stretching their work to their abilities and pressing them onward to real accomplishment, the response has been hopeful. And more and more, I think, there are headmasters and principals who are concerned with precisely these same issues and whose hand can only be reinforced if in fact the colleges in their admissions come to give more weight to these criteria.

My second point is simply that the colleges do have a very strong instru-

#### How come?

"The delegates engaged in a vigorous debate and hurled questions at the speakers in rapid succession. One delegate reported that 'only several days ago a university president told me that many high school graduates should never have been permitted to get through school.'

"That was too much for Dr. James Hall, Superintendent of Schools at Port Washington, Long Island, New York.

"If the presidents are so worried about our high school products,' he demanded, 'how come 28 college salesmen came to our College Night last week, each trying to induce students to enter their institutions?'

"Maybe that's because you have a good school, better than the rest,' came the answer."

—Reported by Benjamin Fine in *The New York Times* in an account of a discussion during the Tax Institute Symposium, Princeton, New Jersey, November 3, 1955.

ment in the power of admission. Not only do very many youngsters want to get into the colleges; they want to get into them very much indeed. Many of us are in the habit of thinking that because there are so many colleges and so many students with so many varied kinds of training, and because our own criteria for admissions are now so flexible, so complicated, and so widely different the influence of our standards is diffused and somehow lost. In considerable measure that is true, but against that I ask you to set the fact that for reasons which have little to do with the work they are now doing, the older and stronger colleges, and in particular the colleges represented in the College Board, have in the letter of admission a pearl which is of very great price to a very large number of students. The demand for our product rather exceeds its value, I think, but that demand exists, and if it comes to be felt that certain kinds of training really count in admission to our col-



The untrained brilliant boy is valuable

leges, in a degree which has not been true in the last twenty years, these kinds of training will be eagerly sought. And if it comes to be believed (as I think it will be, on the basis of the evidence), that School A and School B, which look alike, are different in this vital respect, the impact upon the less effective school will be sharp and heavy.

A third reason to hope, and I think a most important one, lies in the complex area of examinations. Here, of course, we enter the property of those wise and benevolent twins, the College Entrance Examination Board and the Educational Testing Service. Since some of their products have been somewhat discussed in public in recent weeks by persons whose perceptive understanding of the mechanics of testing does not exceed my own, I will allow myself to say that the only thing worse than a world full of their tests would be a world without them, and that we are in fact, all of us, enormously in debt to the Board and ETS. Moreover, when we are honest about it we will recognize that the weaknesses in their tests were being discussed and advertised by them long before they became the object of ignorant attention in the public prints.

There are two developments now in

sight in the testing area which have major significance from the point of view of my present concern. One is the Test of Developed Ability. The other is the Advanced Placement Examination. We know, all of us, that they will not be perfect; we can shrewdly suspect that at the beginning they may not be very good, but they won't have to be very good to be a real help. One thing which is clear in this welter of cross-currents of communication is that if we cannot have some standards which have meaning to large numbers of schools and to large numbers of colleges, we shall indeed be unable to communicate our concern for real learning about real things.

#### *Advanced Placement*

The fourth reason to hope which I find in our present situation is a real awakening among my colleagues on the college faculties. A few years ago Frank D. Ashburn, Headmaster of Brooks School, reported to the Board that an inquiry into the quality of its Achievement Tests had made it very plain that the people who knew least about the problem, who had least ability to judge what in fact these tests were doing, were that most significant group of ultimate consumers, the

teachers in the colleges. In considerable measure that is still true. But in a steadily increasing number of colleges, for reasons which can readily be understood by any who have followed the efforts of recent years (largely led by the Board, by ETS, and by the Fund for the Advancement of Education) and for reasons also which are to be found in this very process of choice about which I have been speaking, members of college faculties are beginning to recognize that if they are going to make speeches about what is wrong with the schools, they must take notice of the kinds of talent and ability and knowledge which schoolboys bring with them, and must give their own attention and effort to the process of examination by which in large measure college selection will be guided. In our own tentative experience, so far limited in scope and short in time, with Advanced Placement at Harvard, I think we can fairly claim that we have enlisted the active support of many members of a faculty which was at first merely passively acquiescent, and we are not alone, or even the first in the field.

So I say, in summary, that the underdeveloped abilities of the schools on both sides of the desk and in the administrative office, the very great influence given to the stronger colleges by the extraordinary and even unrealistic demand for admission, the prospect of better examinations, and the awakening interest of the college faculties themselves, give some hope that among a limited but still considerable number of schools and colleges, there may be real communication and great progress in these basic areas. And if I were to give a single piece of advice—easy advice on a hard problem—to people who are concerned with the operations of the schools, it would be this: that the school faculty which gets out in front on these simple, basic matters of teaching American history well, one language well, mathematics well, and English well, will find itself before many years have passed, in an extraordinarily good position—not only in the limited sense of securing admission for its students to the fantastically over-applied colleges, but also in the larger, unpaid sense that it will be making an unparalleled contribution to American education.







Chief reader Earle G. Eley discusses General Composition Test with 58 readers at Hun School before scoring of 4,122 essays in June

## Composition—at home and abroad

This country's perennially lively interest in English language teaching and testing has its counterpart in the British educational system, according to a recent series of letters in *The Manchester Guardian*.

The occasion for the letters, which were led off by Ralph W. V. Elliott, a reader of English composition papers submitted for the General Certificate of Education, was a report on university entrance requirements by a subcommittee of vice chancellors and principals of the universities of the United Kingdom. Expressing the concern of the universities at "the inadequate command of English they find in many of their entrants," the members had differing views on the value of a formal examination in English language and, specifically, of the type of paper now required.

One point of view held that ability to use the language cannot be tested in

this way, and moreover that the examination does harm by implying that English is a "subject" rather than an integral part of all study.

"On the special question of retaining a compulsory test in English language," countered several members of the subcommittee in a separate statement, "we are deeply concerned by the low standard of use and understanding of their own language revealed by some of those who do pass the existing test and enter the university." Pointing out the difficulty of testing according to subjects of the student's main interest, "especially where a candidate's main subject involves little use of words and does not lend itself to answers of the essay type," they suggested that such difficulties are not insuperable and recommended "more thought and experiment."

Some of the responses of examiners and teachers to the report and to Mr.

Elliott's letter are reprinted below through the courtesy of *The Manchester Guardian*. The accompanying photographs, taken last June during the reading of the College Board's General Composition Test, illustrate one experimental attempt to measure the candidate's writing ability.

SIR,—The concern at "the low standard of use and understanding of English among some university entrants" recently expressed by the subcommittee on university entrance requirement is shared by many people and affects not only university entrants.

The solution of the problem surely rests with the schools. I have just read over two thousand English composition papers for the General Certificate of Education, drawn evenly from schools in this country and from schools abroad. This formidable task has left me with two strong impressions; one, that foreign children approaching the language with more care and study produce, once they have mastered the intricacies of Eng-



Among teachers participating in CCR reading were Edward L. Hubler, Princeton University; MacDona Deames, New Trier



Township High School; Elizabeth M. Dawson, Kimberly School; and Theodore S. Johnson, Portland (Me.) High School



lish idiom and spelling, much more competent essays than English children; the other, that the examiner is often marking the teacher rather than the pupils. The difference between good and indifferent teaching is generally only too obvious, and I have often felt tempted to write to particular schools either to congratulate them upon a steady run of good papers or to advise the head that his English teacher does not know his job. Unfortunately, the etiquette of G.C.E. examining forbids such a procedure.

Yet it is wrong simply to express concern and await better school-teaching of English. At this University College it has been suggested that a short, intensive course in the use, especially the writing, of English be given to all freshmen immediately upon their arrival, and that regular attention be paid to their use of the language throughout their undergraduate years, whatever their courses of study. Some such scheme is almost forced upon one after discovering just how many undergraduates are incapable, even in their final honours papers, of spelling correctly or constructing sentences grammatically, let alone of expressing themselves lucidly and pleasantly on whatever topics are set for them.

Another and more fundamental remedy is to advise schools in some detail just why certain pupils fail in their G.C.E. papers, perhaps along the lines of the "hints" given to candidates who fail in driving tests. Children ought to be told that they are very liable to fail if they insist on asserting that the sun is "shinning," or that meals are taken in the "dinning-room,"

or that an offending schoolboy is "brought before the assembled school to be canned." Or take the importance of word-order in English; the particular child who wrote that "ladies wear only hats at luncheons" can surely be taught to reconcile his expression with the evidence of his own eyes. Every examiner, I am sure, readily forgives—and probably heartily welcomes—the occasional genuine howler ("So I bought myself a car and now I am the mistress of a Consul"), but it is disheartening to see that from year to year the overall standard of written English remains unhappily low, and to realize that many of the children who wrote these papers will somehow manage to turn up as university entrants the following October.

—Ralph W. V. Elliott

Department of English, University College of North Staffordshire, Keele, Staffordshire.

SIR,—The marking of essays on a subjective basis must depend on the whimsy and personality of the examiner to such an extent that if the same set of essays were to be marked by a different examiner quite different results would ensue. Indeed, it has been known for the same essay in a bunch to be graded by different examiners as (a) a clear failure, (b) an average pass, (c) a first-class effort. There is the famous case of a chief examiner, exasperated by what he considered the low standards of the essays he had marked, writing a sample one for the guidance of his panel of examiners. This accidentally became mixed with the others and was promptly failed by some of his examiners.

One wonders how a subjective standard could be maintained by the marking by one person of over two thousand essays; possibly towards the end of such a stupendous task the examiner confines himself to spelling errors.

—R. F. Harding

3 Kilmidyke, Grange-over-Sands.

SIR,—Mr. Elliott's mention of the competence of foreign children in writing English seems to me of great significance. Is it not time we realized the shocking truth that, owing to our deplorable system of education, only foreigners come to know the intricate

mechanics of our language properly? . . .

—Margaret M. Maison  
133 Hadley Road, Barnet, Herts.

SIR,—Few people are more aware of “the present low standard of use and understanding of English” than experienced teachers of English in our grammar schools. Mr. Elliott seems unaware of some aspects of the problem which they are trying to solve. . . .

—Celia E. Hughes  
22 Maxwell Avenue, Kedleston Road, Derby.

SIR,—Mr. R. W. V. Elliott, having examined over two thousand G.C.E. English papers, feels the urge to advise heads of schools on the competence or otherwise of their English teachers, and regrets that G.C.E. etiquette forbids him to do so. His suggestion is one which would be keenly resented by teachers of English, who would certainly not submit to university teachers’ usurping the functions of Her Majesty’s inspectors of schools. By all means let us have closer co-operation between schools and universities, but as equals concerned in one continuous process to raise the standard of written and spoken English, not as one body sitting in judgment on another—an attitude altogether too pontifical.

With Mr. Elliott’s suggestion that an intensive course in English for freshmen has become necessary there will be general agreement, not because of the incompetence of school teaching but because the art of writing correct, lucid, and pleasant English is rarely mastered at the age of 18 except among the minority of children from cultured homes. Many of the causes of bad English are, as everyone knows, deep-rooted in social conditions.

Mr. Elliott thinks children ought to be told that they are liable to fail in G.C.E. English if they are guilty of gross mis-spelling. Here we touch the problem of what examiners are marking for in English. I am not condoning bad spelling when I say there are worse faults: those of punctuation and sentence structure. (Blindness to spelling may be a misfortune, like flat feet; bad punctuation and weak sentence structure are signs of a disorderly mind.)

Mr. Elliott has nothing to say on the



Readers were grouped at seven tables, each with a leader with whom scoring problems were discussed. Richard H. Green, Princeton University, above left, considers problems with Max Bluestone, Haverford College, and later, below, takes part in conference of



table leaders. Dr. Eley, University of Chicago, and assistant chief reader James F. Beard, Jr., Clark University, kept running statistical check on each essay’s scores for five carefully defined qualities of writing ability: Mechanics, Style, Organization, Reasoning, and Content





## Voyage round an exam. paper

BY WRIGHT MILLER

In Uttar Pradesh, in Alor Star, in Abeokuta and the Seychelles, in Fuji and the Windward Islands, and even in Addis Ababa they sit down every year in their tens of thousands to take the English General Certificate of Education. Scripts by the hundred-weight descend from the holds of freight planes upon London, Oxford, and Cambridge, and for five or six oppressive weeks examiners bend over the hard-won efforts of Malaysians, Indians, Africans, and Chinese to answer the same questions as their English fellow-sufferers.

It is a monotonous occupation, which no one would undertake except for the fee, but it has its own compensations. As one plods on toward the goal of a thousand scripts or so, there grows out of the scribbled pages a more and more vivid impression of what it may be like to be an Indian, a Malayan, a Chinese. . . .

Putting aside such details as the Chinese tendency to pin papers together at the top right-hand corner, it is the handwriting which first makes the picture. No doubt it is due to the workings of the export market that nearly all Asiatics seem to write with ball-point pens and nearly all Africans with ordinary nibs. It may, perhaps, be due to the ball-point pens that a great mass of the Asiatic hands resemble each other. But what is it that gives nearly all the Asians, illiterate or scholarly, the same handsome, rather flourishing, but fundamentally characterless hand—glibly gliding over the paper as though constructing one of those intricate but not very meaningful Asiatic patterns? Why is it that the Africans, even when using a ball-point, seem to plough ahead like English schoolboys—clumsy more often than not, awkward but down-right, and differentiated from each other by what an Anglo-Saxon cannot help feeling to be honest individuality? . . .

Strange as it may seem, howlers are small entertainment to the examiner. When marking at a steady pace, as he should if he is to be fair, he can barely raise a passing smile at, say, "the clouds which send down water upon men for their conveniences." (Correct use of "which"—one mark.) What does pull him up is the personal, the original, and the revealing. In my own English language paper the answers are manipulations of some four or five exercises only, without the opportunities for self-revelation of an essay.

Compose sentences including the phrases: "However attractive he . . ."; "would have deserved to . . ."; "on entering the library . . ."; "without suspecting . . ."

The snake under the bookcase, the nauseating smell from the latrines, one might expect as one enters a tropical library. But is it usual, in Singapore, to find "the librarian standing on his hands and head in the far corner"? A Chinese girl in the same city opens up a world of strange assumptions: "However attractive he may be, the girls will not go out with him, because he is known to be a gold-digger." . . .

Life in Africa seems more straightforward: "Without suspecting that I was sick, the maid asked me to follow her out of doors for an evening walk." But also sterner: "If he had stolen that book he would have deserved to be bitten by his father." Dare the examiner mark "bitten" as a spelling mistake? Ignorant fellow that he is, he must allow the benefit of the doubt. Otherwise he might feel a fit victim for the justice of his favorite Nigerian: "If his father had not given some money to the judge, he would have deserved to be hung." ("Would have deserved" correctly used: full marks!)

—Reprinted in part from *The Manchester Guardian Weekly*

value of essay content, except that foreign children submitted more "competent" essays than English children did; yet it is modern classroom practice that what matters most is that the young writer should have something interesting to say. Would Mr. Elliott fail a candidate on a lively but badly spelt essay?

—W. Calder, Senior English Master, The Grammar School, Goole, Yorkshire.

SIR,—I am not at all surprised at the low spelling standard being shown in G.C.E. papers to-day. For years now the teaching of spelling has been frowned upon by inspectors as old-fashioned. For the tiny minority who are naturally good spellers this is not serious, but many who go to grammar schools come from homes where there is little opportunity or desire to read good books.

Another factor is fashion in methods. The swing in elections is as nothing compared with the violent changes I have experienced in my life of teaching. The crux of good education is size of classes: mine have varied from 46 to over 60 and my favourite method is the individual method! If only we had had a maximum of 30, delinquency and illiteracy would not haunt us now.

The onus of education must fall on parents as well as teachers and the best teachers must be found for this important task. I have known pupils whose attitude to English literature was transformed by an excellent teacher. . . .

—C. Langdale-Brown  
2 Brookland Close, London N.W. 11.



Dr. Eley, with Mrs. Eley, has led the five-year CCR experiment since its beginning

## The admissions counselor—guide or gambler?

One of the speakers at the College Entrance Examination Board's Fiftieth Anniversary Conference on Admission to American Colleges held five years ago compared the colleges to a range of pasture lands lying beyond another range of pastures which are the schools. As we look ahead to the next five years the scene is hardly pastoral. It has all the excitement, the uncertainty, the color, and the anxiety of a Kentucky Derby. The bookies are on the wires, the crowd roars with excitement, those who have laid bets hold their breaths until the outcome of the race is known. All the starters won't win, but those who cross the finish line first will receive letters which read, "I am happy to tell you on behalf of the Committee on Admissions at Pimlico College. . . ." (I am told that upon receipt of such letters young women whinny. No doubt young men rear up on their hind legs and paw the air.)

It occurs to me that this racing metaphor, suggested by a colleague at Wellesley, is an unusually appropriate one, for the admission of students, like horse racing, is not an exact mathematical science—there are too many incalculable variables. No matter how you approach either playing the horses or admitting students, it's a gamble.

If we continue this parallel, the high school counselor is the person who calculates the odds. Will his candidate win, place, show, or be an also ran? What can be predicted from past performances? What is the record of wins in so many starts? What are the odds when the track is muddy? And what is likely to happen if the jockey gains some weight? Does it occur to you that the average bookie has a good deal more information available to him than has the average counselor who is expected to guide each colt and filly under his general supervision? Now if the colleges do not provide

suitable information to the schools, dope sheets will be prepared by professional dopesters to everyone's detriment. They will be made without the colleges' assistance, with no supervision and for profit. I believe that it is the obligation of the colleges to provide the information for calculating the odds, and to control the distribution of this information.

It is not possible here for me to do more than to suggest general areas where the flow of information to the schools can be increased, nor to more than highlight some of the problems that an increased flow of information will produce. It is hoped that these suggestions will stimulate some thoughtful discussion and eventual action.

### Three basic questions

The three basic questions for the candidate and his adviser are: (1) What is a sensible choice of college for this individual? (2) Can he get in? (3) Can he afford it if he does?

Traditionally, the college catalogue is expected to provide the answer to the first question. But we can't improve much on the comment made by the author of *A Handbook of Requirements for Admission to the Colleges of the United States* published in 1879—"... the great mass of facts which these catalogues contain often tends to confuse the mind and to render of little avail the trouble occasioned and the expense involved."<sup>1</sup> The catalogue is a necessary publication of the college, but it falls far short as a practical instrument for use by students, their parents or counselors. Too often it describes the college as it hopes to be rather than as it is.

One of the major services of the College Board has been the publication

of *The College Handbook*. But it, too, has defects, some of which are omissions and some of which are inclusions; for in some cases colleges have provided copy for the *Handbook* that contradicts the college catalogue! As one constructive step in the improvement of the *Handbook* I should like to suggest that we could dispense with the individual high sounding phrases describing the mission of our several institutions, and provide a much more useful document if the mission of the various types or groups of colleges—the liberal arts college, the engineering college, and colleges other than liberal arts and engineering—could each be defined. Then the descriptive material about each institution could be grouped in the proper place instead of alphabetically. For example: Liberal Arts—Enrollment over 1,000—Men; Liberal Arts—Enrollment under 1,000—Coeducational; Engineering—Enrollment under 1,000—Men. This should be relatively simple to achieve.

Over and over again we hear that catalogue and handbook statements are too general. They talk of desiring diversity in the student body, but don't define what they mean by diversity—perhaps the *Handbook* is the place for some explanation of what the college means by variety and diversity. In her talk at the 1954 College Board Colloquium on College Admissions, Frances D. McGill pointed out the need for greater information about



The colleges gamble, too

<sup>1</sup>Augustus Frederick Nightingale (New York: D. Appleton), p. 7.

the people who live in the college community. Such information as the percentage of students on scholarship, and the numbers with scholarship awards of less than \$500, more than \$1,000, etc., would give a partial answer to the question of economic diversity on an individual campus. Whether fraternities or sororities exist on the campus, whether cars are allowed, the proportion of students coming from urban areas, the proportion of students coming from New England, the Far West, etc.—these are just a few of the many kinds of information which would show what the college population is like, and how it differs from other college populations.

We often hear criticism that schools distrust statements about willingness to consider programs which vary from the stated requirements. A simple statement that an entering class often includes "X per cent" of students whose high school programs did not follow the specified requirements would help. This should be followed by a brief statement of factors considered suitable to compensate for deficiencies in requirements. At least it would give the counselor more information than he has at present. Schools need to know more about the weight given to extracurricular activity—especially whether the same weight is given to required extracurricular activity as to extracurricular activity which is purely voluntary.

Counselors need more information about opportunities for loans and employment. They need much more information than is currently available on



Counselors need more loan information

the actual cost of an academic year and how much help is available in gift and loan. A first step might be to ask the college to indicate whether the figures submitted are broad estimates, or estimates based on actual student budgets. One area currently neglected in the *Handbook* is that of information about post-college placement and employment—estimates of the percentage of graduates going directly into employment, and further study; and type of services available in college placement offices.

One of the weaknesses of the *Handbook* is also one of its strengths—that preparation of the actual copy is left to the individual college. I suspect we shall always have the "immortal prose" problem, because no single editor could know each college sufficiently well to bring out its individual flavor. The *Handbook* does assist the candidate and adviser in the selection of a sensible choice among colleges, but in its present form it is by no means a perfect instrument. It could, with a few relatively simple changes and additions, be much more useful than it is.

More and more we hear cries for help from the schools for information about non-College Board colleges comparable to the information currently available in the *Handbook*. It is hardly within the province of the College Board to undertake the preparation or publication of such a handbook, but the experience of the College Board in the preparation of its publication might be drawn upon by a group of non-member colleges. Such a publication would win the undying support of the schools whose need for it is nothing

short of desperate. This project is probably not sufficiently experimental nor unique to be underwritten by a foundation, but the absence of such a volume leaves a large gap in the counselor's library. Most of the necessary information is available in college publications, but in such a multiplicity of sources that the busy and overworked counselor is physically unable to consult them because of the heavy demands on his time.

I shall address myself only very briefly to the student's question, "Can I afford it?" We appear to be on the threshold of a new era in the whole area of published information about available financial aid and a handbook addressed to students requiring financial need is under consideration by a subcommittee of the College Scholarship Service Committee. Surely we can prepare something for the harried counselor of my acquaintance who directs scholarship applicants with the greatest financial need to the colleges whose catalogues devote the largest number of pages to financial assistance. When the facts about financial aid come to light as a result of the first year or two of the College Scholarship Service, they will probably show that we can be much more helpful to schools and candidates than we are at the present time. This is a very important matter for the counselor who is working out his candidate's odds, and I pass over it quickly only because we seem to be moving in the right direction in this area.

We come now to the daily double, or (for the initiated) the three-horse parlay. Having selected a suitable college and calculated its cost to the candidate, how is the counselor to figure the odds? Will his entry win?

Not long ago a colleague in a sister institution in reply to a question about the success of a school and college conference remarked: "The modern school administrator is often less an educator than a 'get-em-in girl.'" It is only too true that a large proportion of the time of secondary school administrators is devoted to figuring the odds. For this we in the colleges must shoulder a large share of the responsibility.

There is among secondary school people a quite universal feeling that colleges fail to give the schools suffi-



Mary E. Chase, executive vice president and director of admission at Wellesley College, a past contributor to the *Review* ("School visiting made easier—and better," No. 25, page 14), presented the above paper at the fall meeting of the Board. She recently completed a three-year term on the Board's Executive Committee. Before joining the Wellesley staff, Miss Chase held several school and college positions.





cient information *after* the student enters college. Colleges will naturally vary in the amount of staff time they have available to keep schools informed of the progress of their graduates. A minimum exchange of information in this area would be (1) a transcript of the work of the freshman year, (2) notification if the student is dropped, with reasons, (3) notification of any significant honors, (4) notification of successful completion of the work for the degree. Some will argue that these matters are no concern of the schools, but I think most of us will agree that the only way a school can build up information of predictive value is to be told how individual students are chosen and make out. If one of a school's candidates had been a dark horse, there is no better way for the school to secure information about the relative value of some of the counterbalancing non-academic characteristics which the college took into consideration in accepting the student initially than through information sent back to the school about his progress. How otherwise will the counselor be able to predict the odds for future candidates with similar records?

#### *More information needed*

It is so obvious that it hardly needs to be said, that the better a school is known to a college and the better a college is known to a school, the less the gamble involved. There is no substitute for good rapport between schools

and colleges and colleges and schools. But the number of these close relationships is limited, and counselors in schools which are not primarily feeder schools need much more help from colleges than they presently receive.

At the first two Colloquia on College Admissions and at various College Board meetings during the past five years a number of individuals have cited the need which the secondary school has for more specific information from the colleges. John W. Hallowell spoke of this in his 1950 address, "The Admissions Process, Barrier or Gate?"<sup>3</sup> Professor Francis L. Bacon emphasized this in his talk, "American Schools and Colleges, Continuity or Cross-Purposes."<sup>4</sup> John E. Dobbin made certain specific recommendations in a talk given at the 1954 Colloquium on College Admissions.<sup>5</sup> William C. Fels has urged the release of additional information by the colleges on a number of occasions when he has spoken to groups of educators. I should like to pull some of these suggestions together, and for the sake of discussion propose a service whereby very simple but essential predictive information about entering classes at various colleges could be made available to all schools desiring it.

The essential feature of such a service would be the publication of a handbook which I shall arbitrarily call a Handbook of Characteristics of Accepted Classes. The College Board is an eminently suitable organization to sponsor such a service, and participation on the part of Board member colleges, like participation in the College Scholarship Service, should be purely voluntary. Participation should be regarded as an opportunity and not an obligation. This "characteristics handbook" could be published annually, or every two years as the present Handbook is published. The two volumes might be published in alternate years. While this characteristics handbook would be prepared for the use of guidance counselors and school advisers, its distribution should not be

limited to schools. I think the reason for this is obvious.

There is really no end to the useful predictive material which could be included between two covers. Each participating college would be entitled to a certain amount of space, and the following are just a few of the questions which might be answered for a given year: What was the total number of final applicants? What percentage of this total number was considered qualified? What percentage of this total number was accepted?

#### *Class characteristics*

These three figures alone would probably relieve every participating admission office of a substantial amount of correspondence after classes are selected and notified, and would provide schools with valuable information in the advising of both students and, particularly, parents. Similarly, percentages of the applicants and accepted students from New England, the Mid-Atlantic states, Pacific and Mountain states, etc., would provide a partial answer for the counselor who is constantly asked how much influence geography exerts.

Each college need only provide the figures for the total percentage of acceptance among non-alumni sons and the percentage of acceptance among alumni sons to give the counselor a better idea than he now has of the advantage given to this group. It might even provide information about the test score characteristics of this group.

Many school people are perplexed about the rigidity of the colleges' position in regard to stated requirements. It ought not to be too difficult to provide information about the percentage of the accepted group which did not meet the full requirement—this might even be broken down into subject areas without too much difficulty. Again, the score characteristics of this group could be published.

If the college requires, or has available for large numbers of candidates, results of group tests such as the American Council, Otis, etc., the range and distribution of scores could be included in the report of each college.

If the academic transcript service currently under study is eventually adopted, it may even make possible a

<sup>3</sup> *College Board Review*, No. 13, p. 182.

<sup>4</sup> *Ibid.*, p. 175.

<sup>5</sup> "The admissions officer as a consumer of guidance," *College Admissions* No. 2, p. 32. (Reprinted in *College Board Review*, No. 26, p. 18.)

standard method for the computation of rank in class, and it would then be possible to include a distribution of high school class ranks for each participating college. Counselors now reluctant to provide class rank would probably be reassured if they had such information available about individual colleges.

#### *Test score uses*

In his address at the 1954 Colloquium, John Dobbins recommended that high schools be told the test score characteristics of freshmen. It seems to me it is much more sensible for the colleges to provide the score characteristics of its freshmen or its accepted group than to expect the schools to guess at them. Even the fine new publication *College Board Scores No. 2* doesn't eliminate the guesswork. What counselors really need is a table for individual colleges showing the percentage of acceptance and refusal within each 50-point range of the standard scale for both sections of the Scholastic Aptitude Test, and in the case of colleges which require Achievement Tests, similar tables for each Achievement Test.

If a new examination schedule is adopted in the future, it is not inconceivable that some colleges may move up their admission dates, and schools will need predictive information on tests taken in the junior year of secondary school.

My conversations with school people convince me that percentages of candidates accepted from each score category are much more useful than information submitted on the mean scores of enrolled students.

I hope you will note that in advocating the reporting of all sorts of test scores I am not suggesting the publication of mean scores. Some colleges do publish mean scores and undoubtedly have their reasons, but I am convinced that percentages of acceptance within quartiles or other groupings are more useful to schools in calculating the odds, and much less open to misunderstanding than means.

If the report is made on the class entering the previous year, information about attrition could be included. What percentage of the class did not return to college? What percentage was dropped for low scholarship?

What proportion of the class received academic honors?

I have suggested only a partial list of items of information which would be useful to schools and indirectly to candidates. This information might be included in a handbook separate from the present *Handbook*. Separate publications are essential, partly because each is intended for a different group of consumers, but more important because inclusion in a handbook describing characteristics of an entering class should be quite a separate matter from inclusion in a handbook of general information about member colleges; it should be a service offered to the member colleges who wish to participate.

In suggesting that such a handbook be offered as a College Board service, I am not unmindful that it would be expensive. Participating colleges might be asked to underwrite some of the cost, but I am sure that if sufficient facts were to be provided by the participating colleges, it would have as wide a sale among secondary school people as the racing form has among followers of the turf.

It may be argued that publication of these characteristics will give the impression that undue emphasis is placed upon these factors at the expense of the school record and the principal's recommendation. But secrecy tends to emphasize the unpublished items, and rumors and misunderstandings seem to vary directly with the degree of secrecy involved.

Some colleges may not wish to publish the score characteristics of their accepted students, but the reluctance of some colleges to participate in this area of reporting need not be a handi-

cap in the preparation of a characteristics handbook. These colleges would probably not wish to exclude themselves entirely from the publication and should always be free to provide as much or as little information as they see fit. There should be no pressure brought to bear on them to conform to a pattern. This would run counter to the principles upon which the Board has operated since its founding.

This kind of handbook could be a concise and economical source of information for schools who really prefer to use material which is authorized by the colleges and originates with them.

#### *From the horse's mouth*

If I interpret certain trends correctly, colleges will have to choose between a publication over which they will have full control, and which will be handled by an established educational organization, established not for profit, and a whole rash of commercial dope sheets where colleges will be "rated," and will be relegated to lists and "check marks in boxes." In such commercial dope sheets information will be inaccurate and out of date, the colleges will have no control over the material which is published, and the consuming public will pay fancy prices for a mass of misinformation. The surest way to prevent this is to publish our own straightforward and accurate document.

We can't take all of the gamble out of the process, but we do have an obligation to our candidates, their parents and our loyal friends in the secondary schools to do a better job of helping them to figure the odds than we are doing at present. While I hesitate to add to the already overwhelming number of suggestions for the amelioration of the multiple application dilemma, it seems reasonable to hope that the publication of sufficiently complete and accurate information might take us a long way toward a solution of this very perplexing problem. I doubt that we shall ever return to quiet pastures, but a Kentucky Derby can be enjoyable, especially if authentic information can be provided for the people who are calculating the odds.



Adequate data or guesswork guidance?

✓Adelphi College  
 Agnes Scott College  
 ✓Albertus Magnus College  
 ✓Alfred University  
 ✓Allegheny College  
 ✓Amherst College  
 ✓Antioch College  
 ✓Bard College  
 ✓Barnard College  
 ✓Bates College  
 ✓Beaver College  
 Beloit College  
 Bennington College  
 Boston College  
 ✓Boston University  
 ✓Bowdoin College  
 ✓Brandeis University  
 ✓Brown University  
 ✓Bryn Mawr University  
 ✓Bucknell University  
 Caldwell College  
 ✓California Institute of Technology  
 ✓Carleton College  
 ✓Carnegie Institute of Technology  
 Catholic University of America  
 ✓Cedar Crest College  
 ✓Chatham College<sup>1</sup>  
 Chestnut Hill College  
 ✓Claremont Men's College  
 ✓Clark University  
 ✓Clarkson College of Technology  
 ✓Colby College  
 ✓Colgate University  
 ✓College of Mount Saint Vincent  
 College of New Rochelle  
 College of Notre Dame of Maryland  
 College of Saint Elizabeth  
 College of William and Mary  
 ✓College of Wooster  
 ✓Columbia College  
 ✓Connecticut College  
 Cooper Union  
 ✓Cornell University  
 ✓Dartmouth College  
 Davidson College  
 ✓Denison University  
 DePauw University  
 ✓Dickinson College  
 ✓Douglass College  
 Drew University  
 Duke University  
 ✓Dunbarton College of Holy Cross  
 Elmira College  
 ✓Emmanuel College  
 Emory University  
 ✓Fordham College  
 ✓Franklin and Marshall College  
 Furman University  
 Georgetown University  
 George Washington University  
 ✓Georgian Court College  
 ✓Gettysburg College  
 ✓Goucher College  
 ✓Grinnell College  
 ✓Hamilton College  
 ✓Harvard College  
 ✓Haverford College  
 ✓Hobart College and  
 William Smith College

<sup>1</sup>Formerly Pennsylvania College for Women.

## College Board member colleges

Check (✓) indicates participants in the College Scholarship Service

✓Hollins College	✓St. Lawrence University
Hood College	✓Saint Mary's College (Ind.)
Immaculata College	Salem College (N. C.)
✓Jackson College for Women	✓Scripps College
Kalamazoo College	Seton Hill College
✓Kenyon College	✓Simmons College
✓Knox College	✓Skidmore College
Lafayette College	✓Smith College
✓Lake Forest College	✓Stanford University
Lawrence College	✓Stevens Institute of Technology
✓Lehigh University	✓Swarthmore College
Lewis and Clark College	✓Sweet Briar College
✓Manhattan College	✓Syracuse University
✓Manhattanville College of the Sacred Heart	✓Trinity College (Conn.)
✓Mary Baldwin College	Trinity College (Wash., D.C.)
✓Marymount College (N. Y.)	✓Tufts University
Marywood College	✓Union College (N. Y.)
✓Massachusetts Institute of Technology	United States Air Force Academy
McGill University	United States Military Academy
Michigan State University	University of California
✓Middlebury College	✓University of Chicago
✓Mills College	University of Colorado
✓Mount Holyoke College	University of Connecticut
Muhlenberg College	University of Denver
Newark College of Engineering	✓University of Massachusetts
Newcomb College	University of Michigan
✓Newton College of the Sacred Heart	University of Notre Dame
New York University	✓University of Pennsylvania
✓Northwestern University	✓University of Redlands
✓Notre Dame College of Staten Island	University of Rhode Island
✓Oberlin College	✓University of Rochester
✓Occidental College	✓University of Southern California
✓Ohio Wesleyan University	✓University of the South
✓Pembroke College in Brown University	University of Vermont
Pennsylvania State University	University of Virginia
✓Pomona College	✓Ursinus College
✓Princeton University	✓Vassar College
Providence College	Villanova University
✓Radcliffe College	✓Wagner Lutheran College
✓Randolph-Macon Woman's College	✓Washington and Jefferson College
✓Reed College	✓Washington and Lee University
✓Regis College	✓Wellesley College
✓Rensselaer Polytechnic Institute	✓Wells College
Rice Institute	✓Wesleyan University
✓Rollins College	✓Western Reserve University
Rosemont College	✓Wheaton College (Mass.)
Russell Sage College	✓Whitman College
✓Rutgers University	✓Whittier College
✓Saint Joseph College (Conn.)	✓Williams College
Saint Joseph College (Md.)	✓Wilson College
St. Joseph's College for Women	✓Yale University
	✓Yeshiva University

## Non-members participating in the College Scholarship Service

Centre College of Kentucky  
 Colby Junior College  
 Hofstra College  
 John Carroll University  
 Monmouth College  
 Philander Smith College  
 Pratt Institute

Rockford College  
 (and Men's College)  
 Saint Joseph's College (Ind.)  
 Sarah Lawrence College  
 Stetson University  
 Wilmington College (Ohio)



# NEWS OF THE COLLEGE SCHOLARSHIP SERVICE

## Computation service opens

**Estimates parents' share:** A second major service was instituted by the CSS with the opening of its central computation service in November. For the 77 colleges now using it, the computation service will calculate from the confidential financial statement sent to the CSS by parents an estimate of reasonable parent contribution toward a candidate's college expenses.

The procedures to be followed will be described in the 1955-56 edition of the CSS Computation Manual, which has been scheduled for December publication. A revision of the preliminary edition of last year, the new edition was prepared by a special subcommittee of college scholarship officers. In addition to the manual, all CSS colleges will receive a detailed description of the service.

The only colleges eligible for the new computation service are those participating in the CSS transcript service, which closed its first year of operations this fall. Over the year the service scanned, reproduced, and sent to colleges 45,500 copies of 22,194 parents' statements; copies of the statements went not only to the 95 CSS participants but to over 250 other colleges named by candidates to receive them.

**50¢ per computation:** Computation service charges for colleges have been set at 50 cents per candidate if the college wants computations made on all its financial aid applicants filing forms through the service, and at one dollar per candidate if it wants computations on any less than all of them. Colleges and not candidates pay for the computations. Of the 77 initial college subscribers, 63 have requested computations on all of their candidates filing forms.

Colleges will receive the computations in a worksheet form that shows all steps in the estimation. The colleges are being encouraged to review carefully and to adjust where necessary the worksheet's estimate of reasonable parent contribution according to their

own resources and policies; they are not to consider these estimates as binding in any way.

**Sponsors eligible:** Beginning this year, qualified non-collegiate scholarship sponsors may use the parents' statement form and purchase computations from CSS in the administration of their programs. Two which have already contracted to do so are the National Merit Scholarship program and the General Motors National Scholarship program.

Like the CSS transcript service, the computation service is administered for the College Board by the Educational Testing Service. Inquiries about either transcript or computing services may be addressed to the College Scholarship Service, Box 176, Princeton, New Jersey, or Box 27896, Los Angeles, California.

## Second year inaugurals

**Non-Board colleges join:** Last year, only Board member colleges could participate in the CSS. But under a new provision, any four-year, regionally accredited college may participate, and any regionally accredited junior college may participate upon approval by the CSS committee. Eleven four-year colleges and one junior college have joined in the Service for 1955-56 under this provision, and 24 more Board member colleges became CSS participants starting with the current academic year. These bring the total number of CSS participants to 127 (see list, page 29).

**Aid handbook proposed:** Publication by the College Board of a *Financial Aid Handbook* has been recommended to the CSS committee by a subcommittee on the project. It has been suggested that the book present individual statements by all colleges which are either CSS participants or College Board members. Each statement would explain the financial aid policies of the institution, giving detailed data under such headings as student expenses;

scholarship, employment, and loan opportunities; and the normal portions of the student body that hold various kinds and amounts of financial aid.

## Scholarship offers listed

**All tenders to candidate:** Each of the 95 colleges participating in the College Scholarship Service last year will receive this January a "consolidated report" giving all scholarship and other financial aid offers made to each of its own scholarship applicants by other colleges among the 95 to which the candidate also applied for aid. If the boy or girl entered one of these colleges, the list will also show what award the candidate accepted and where he finally enrolled.

These consolidated reports to be mailed in January will be the first compiled and distributed by the Service. They are being prepared for the participating colleges so that each one may compare its decisions on individual candidates, as well as its overall financial aid policies, with those of other institutions in the Service. Similar composite lists will be distributed next year.

**For participants only:** To supply the information from which the lists are being compiled, each of the 95 colleges recently submitted a list of its own candidates with the offers and actual awards it had made them. All offers and awards not only of scholarships but of employment and loans were listed; also reported were any outside scholarships held by the candidate. Submission of such a list each year is a requirement of CSS participation; in turn, consolidated reports are released only to participating colleges.

It is from these reports by individual colleges that the full composite list for each college is being compiled. Further consolidation of the reports is expected to yield basic data for research studies on such questions as the extent of overlap of tenders, total available and awarded funds, outside aid awarded, and scholarship practices.

